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ABSTRACT

This book describes a practicum project that analyzed the organizational structure of the regional service teams at the California State Department of Education and designed a strategy to reduce the organizational problems caused by consolidating application procedures for seven state and federal categorical aid programs. The practicum design involved implementation of a new staff development strategy for both state and local district members. A thorough analysis of application errors made by school district personnel during the previous year provided the focus and content for the staff development sessions. The impact of the staff development strategy was demonstrated by the improved accuracy and quality of consolidated applications submitted to the State Department of Education. Much of the book consists of extensive appendixes containing sample application forms and instructions, analyses of application errors, and various staff development materials. (Author/JG)

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STAFF DEVELOPMENT FOR PROGRAM CONSOLIDATION

by
Jane Vinson

Submitted in partial fulfillment of
the requirements for the degree of
Doctor of Education, Nova University

EA 007 407

Sacramento Cluster
Fred J. Stewart, Coordinator

Maxi II Practicum
May 1975

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ABSTRACT

This practicum was designed to analyze the major causes of the problems of a regional service team at the California State Department of Education and to design a solution strategy to reduce the impact of these problems. The practicum design involved the implementation of a new strategy of staff development for state staff members and for local district staff members. Improvement in the accuracy and quality of the consolidated applications submitted to the state office proved the value of the new strategy and suggests that the model may be applicable for other regions and other programs.

INTRODUCTION

This practicum project analyzed the organizational structure of the regional service teams at the California State Department of Education, showing the change in organizational structure and assignment of personnel involved in the consolidation of seven state and federal categorical aid programs. Traditionally, local school districts had submitted separate applications for each program to separate units within the department. This analysis shows the bureaucratic changes required to consolidate programs and to implement the use of one consolidated application for all seven of the programs.

The project implemented a new staff development strategy for one regional service team which focused on providing state staff and local district staff members with specific program information relative to the

programs and specifically related to completion of the consolidated application documents.

A thorough analysis of the errors made by local school district personnel in the completion of the document for the preceding year provided the focus and the topics and content for the staff development sessions.

The objective of the project was to provide training to ad hoc state staff members of one regional service team to enable them to disseminate information and to provide training to local district personnel for accurate completion of the consolidated application, as measured by a reduction in the number of errors and addenda requested as compared to the number of errors and addenda requested in the previous year.

The project was implemented in six distinct phases commencing in September and terminating on May 10, 1975. The first phase was a detailed analysis of the 100 applications. The second phase involved transmitting this

information to the appropriate personnel and committees assigned to the revision of the application form. The third phase involved an analysis of the previous training and the implementation of a new strategy of training designed with specific emphasis on the legal information required on the application pages with special attention directed to the pages which generated the greatest number of errors on the previous applications. Fourth, the state regional service team designed and implemented a new strategy for the delivery of services to local school district personnel to disseminate this information. Fifth, the state staff read the consolidated applications, requested addenda where required and recommended the applications to the State Board of Education for legal approval. It was originally intended and presented in the practicum proposal that the state regional service team members would read the consolidated applications. It was projected that all of the 105 applications would have been read and would be available for analysis by this writer for phase six. However, subsequent to the submission of the revised proposal and due to circumstances beyond the

control of this writer, the task of reading the applications was assigned to new personnel in a different unit. It was not possible for the new personnel to read and review all 105 of the applications submitted within region two in the time allocated. It was necessary for this writer to design a new strategy to analyze the consolidated application errors and to evaluate this project. In consultation with Dr. John Housden, Consultant in Evaluation, and Dr. Gerald Rider, Consultant in Evaluation of the California State Department of Education, it was determined that a sample of thirty applications selected randomly would provide a valid sample for the purposes of analysis and evaluation of this project. The thirty project applications selected for analysis for 1975-76 were from the same districts as those analyzed for 1974-75. The analysis and evaluation strategy was redesigned and careful selection of applications from the same projects in the random sample was made to assure validity and reduce the probability of error of the random sample. The sixth phase was the analysis of the errors on the 1975-76 applications by this writer

and a comparison of these errors with those on the applications of the previous year, 1974-75.

The success of the project in meeting the objective of reducing the errors and the number of requests for addenda validates the success of the project. The strategy for the implementation of the staff development sessions designed a model which is worthy of replication for other teams or for other organizations for this or other application forms.

STAFF DEVELOPMENT
FOR
PROGRAM CONSOLIDATION

By Jane Vinson[1]

HISTORICAL BACKGROUND

Traditionally, as new programs were established and funds appropriated by the California or federal legislative bodies, new units were established within the California State Department of Education to administer these programs.

The services of the California State Department of Education were offered to local districts by consultants

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[1] Administrator, Regional Service Team II, California State Department of Education. Practicum was performed with personnel from the State Department of Education and local school districts in twenty-one California counties.

from each of the separate divisions and by separate bureaus within those divisions. Each program had its own set of rules and regulations, its own guidelines, its own application form and each program provided its own consultant services to local school districts and local schools.

In 1970, Dr. Wilson Riles, Superintendent of Public Instruction in California had a survey conducted which revealed that it was possible for a school district to apply on as many as 19 separate applications to 19 separate units within the Department of Education for funds from 19 separate sources which would provide program services to the same school for the same children. In an attempt to consolidate services and programs and to administratively coordinate the delivery of services within the State Department of Education, the department established a matrix management organization. Under the jurisdiction of the deputy superintendent for instruction, three associate superintendents were appointed. Each associate superintendent had direct responsibility for all of the programs within a specific age span. The age spans were: Early Childhood Education, grades preschool through three; Intermediate Education,

grades four through eight; Secondary and Adult Education, grades nine through adult. Each of the major program units, headed by a support unit manager, provided support services to the matrix managers.

The State Department of Education administration has attempted to provide leadership to accomplish a major programatic and bureaucratic change which is a major break with tradition. The successful implementation of this communication, cooperation, coordination and consolidation will have national implications because no other state has been able to successfully implement a consolidated plan involving state and federal programs. This writer is convinced in her own mind that the delivery system designed to support the matrix management organization can work, that consultants can be trained to become experts in all seven programs, that coordination can be strengthened, and that ad hocracy with commitment can become a reality, and that with the commitment of staff and dollar resources the delivery system can be successfully expanded to include all of the programs administered in the Department of Education.

The following brief history describes the distinct administrative changes implemented, and the problems and suc-

cesses, in the past few years as the department attempted to inaugurate a coordinated delivery system.

In January of 1973, in an effort to strengthen the actual implementation of this concept of matrix management, the department established an ad hoc field services delivery system. This delivery system was composed of six technical assistance teams. These six teams each served a region in the state for seven of the major state and federal programs within the department. These programs served students in each of the age spans and represented a major source of revenue to local school districts and a major portion of the administrative field services provided by the Department of Education. The programs were:

State Funded Programs	
Early Childhood Education	$24,000,000
Preschool	4,000,000
Special Teacher Employment	3,000,000
Miller-Unruh Reading Act	19,000,000
Educationally Disadvantaged Youth (EDY) Act	82,000,000
Federally Funded Programs	
E.S.E.A., Title I	122,000,000
E.S.E.A., Title II	2,000,000
Total	$256,000,000

This was a major undertaking by the department to consolidate the delivery of services for these major programs. A consolidated application format, which had been field tested for two years by the Division of Compensatory Education with two programs, was refined and revised to accommodate the seven programs. The technical assistance teams and the consolidated application were the major elements in the department plan to coordinate the delivery of services to the field.

The original design of the technical assistance teams, was for each team to have a knowledgeable representative from each of the programs who would serve on an ad hoc basis with the team to represent their program. Each consultant functioned as a specialist for their particular program, advising districts only on rules and regulations and application pages specifically related to that program. The technical assistance teams functioned from January to July of 1973 and made a major contribution toward consolidation of state department services and toward consolidation of program implementation at the district level. The operation was successfully completed July 1, 1973, when measured by

the fact that ad hoc program specialists provided field services as a team and that 100 percent of the consolidated applications in the state were submitted to the state office by May 1, 1973, the deadline date. However, the technical assistance team operation did not overcome the bureaucratic isolation and program identification as each specialist still functioned as a representative of an individual program, and served the team on an ad hoc basis.

Regional Service Teams were organized in November 1973 to replace the technical assistance teams with a similar composition of staff members, each with expertise in one of the consolidated programs, to carry out the field services function prior to June 1974. An effort was made administratively to provide for consolidation and coordination of the delivery of services by state staff members by assigning the six team members to the regional service team on a full-time basis for a period of seven months. There was greater communication and articulation between programs, as the specialists worked together for a longer period of time; however, this still did not overcome the bureaucratic isolation and program identification as each specialist still

functioned as a representative of an individual program. Each specialist learned general information about each of the other programs, but did not gain the depth of knowledge necessary to be equipped to provide consultation or technical assistance to a school district regarding the other programs.

In July 1974, new regional service team administrators and team members were assigned. This writer has the privilege of having been appointed to serve as administrator for a team to serve a region which encompasses 21 counties with 100 consolidated projects, over 200 school districts and 800 schools. Of major significance to this practicum proposal, there was a new composition of the teams and new terms of assignment. Each regional service team was composed of one full-time administrator with knowledge of all of the programs, and two ad hoc consultants assigned full-time for one full year. However, these consultants did not have any expertise in any of the programs in the consolidated application. Five additional consultants were assigned to each team on an ad hoc basis, two were full-time for two months, three served only on an individual assignment basis when the regional service team assignment did not conflict with their other

commitments. This new administrative alignment, term of assignment, and expertise of individual consultants created some significant problems which will be analyzed in the practicum.

THE PROPOSAL
IDENTIFICATION OF THE PROBLEM

Objectives of Regional Service Team

The major objective of the regional service team is to provide program and technical assistance to district level personnel in the preparation of consolidated applications for state and federal categorical aid funds, to process these applications with recommendations of approval to the State Board of Education.

The Problem

The problem, which has created an unsatisfactory situation, is that the large number of errors on the applications when submitted by district level personnel has necessitated requests for addenda by state staff which required numerous additional man hours to correct the applications and to bring them into legal compliance. In order for them to receive State Board of Education approval, and in order for the State Department of Education to be legally authorized

to release the funds to the local school district, the applications must be in legal compliance.

Causes of the Problem

The problem arose because of several factors, including but not limited to:

- New State Department organizational structure, creating:
  - New bureaucratic structure
  - New roles
  - New assignments
  - New line/staff relationships
  - New modes of operation, i.e., a team operation rather than an individual operation
  - Ad hoc assignments, creating assignments without commitment by personnel
  - Line authority not provided to team administrator for all personnel involved
- New strategies of personnel assignment
  - Selection of personnel for 1974-75 regional service team was not based on their background knowledge relative to the programs involved
  - Ad hoc nature of assignments creates tentative involvement and therefore lack of commitment

- Short term ad hoc assignments without line authority to team administrator creates minimal commitment of staff members

- o No discretionary funds
- o No selection of clients
- o The seven programs on the consolidated application have complex legal requirements and the legal requirements for the programs are not always compatable
- o New ad hoc state personnel are assigned to the teams
- o State personnel do not have any prior knowledge of any of the programs on the consolidated application
- o New district level personnel are responsible for completing the consolidated application, personnel who were responsible for one program *are now* responsible for all seven programs.
- o Complex application form caused by attempting to request statistical, financial and program data to comply with the legal requirements of seven different pieces of legislation on one application form
- o Inadequate training provided for state and local district personnel regarding the programs and the information requested on the consolidated application.

Changes Desired

The change desired is for the staff assigned to the regional service team to disseminate accurate information and to function effectively in working with local district personnel in order to assist them to provide accurate information which is legally required on the consolidated application in order for it to be processed for State Board of Education approval with a minimum of time and paperwork for addenda requests.

Rationale for Changes Desired

These changes are desired in order to:

- Assure dissemination of accurate information to local school districts.
- Assure legal compliance of consolidated applications.
- Conserve man years of state personnel by reducing the amount of time and paperwork required for addenda requests.

CONCEPTUALIZATION OF THE SOLUTION

(The Objective)

The objective of this practicum is to provide training to ad hoc state staff members of one regional

service team to enable them to disseminate information and to provide training to local school district personnel for comprehensive program planning and accurate completion of the consolidated application, as measured by approval of 100% of the 100 projects submitted in the twenty-one county region, with a 15% reduction in the number of addenda requested by May 10, 1975 as compared to the number of addenda requested prior to May 1974.

PRACTICUM DESIGN

This writer, the Administrator for Regional Service Team II, has no control over several of the identified causes of the problem, such as:

- New state department organizational structure and the bureaucratic complications it creates.
- New strategies of personnel assignments.
- Lack of discretionary funds.
- Lack of selection of clients.
- Complex legal program requirements.

Therefore, in order to reduce the problem, this practicum will focus on organizing a procedure to address the identified causes over which the administrator does

have control. The practicum will address the following identified causes:

- The seven programs on the consolidated application have complex legal requirements which are not always compatible.
- New ad hoc state personnel are assigned to the teams.
- State personnel do not have any prior knowledge of any of the programs on the consolidated application.
- New district level personnel are responsible for completing the consolidated application, or personnel who were responsible for one program are now responsible for all seven programs.
- Complex application form caused by attempting to request statistical, financial and program data to comply with the legal requirements of seven different pieces of legislation on one application form.
- Inadequate training provided for state and local district personnel regarding the programs

and the information requested on the consolidated application.

Methodology

The procedure organized to achieve the objective of the practicum will be in six distinct phases.

First, a detailed analysis of the errors on each of the pages of each of the 100 applications will be made.

Second, this information will be provided to the committees assigned to revise the application form.

Third, training sessions will be provided for Regional Service Team II staff members. The training sessions will be designed to provide information regarding each of the programs with specific emphasis on the legal information required on the application pages. The program information which caused the most errors on the 1973-74 application will receive special attention.

Fourth, the State Regional Service Team II staff will provide training sessions for local district personnel regarding the programs and completion of the consolidated application.

Fifth, state staff members will read the consolidated applications, request addenda where required, and recommend the projects to the State Board of Education for approval.

Sixth, this writer, the team administrator, will analyze the errors on each page of the 1975-76 applications and compare this analysis with the analysis of the 1974-75 applications in order to complete the evaluation of this project.

Criteria for Evaluation

The specific criteria for measurement and evaluation of the results of the entire practicum are stated in the Evaluation section.

The criteria for evaluation of the implementation of each phase are:

- First phase, evidence of a detailed analysis of the errors on each page of the 100 applications displayed in a chart or graph.
- Second phase, evidence in form of memo or report of verbal input to the committee, or evidence of revisions in 1975-76 version of the consolidated application.

- Third phase, list of specific dates of Regional Service Team II training sessions.
- Fourth phase, list of dates and locations of Regional Service Team II workshops for local district personnel in various locations throughout the twenty-one county region.
- Fifth and sixth phases, evidence of the reading and the number of requests for addenda and the specific errors requiring the addenda displayed in a chart or graph. A comparison of the number and type of errors made on 1973-74 and 1974-75 applications will be made.

INPUTS: HUMAN EFFORT, TIME AND COST

Activity	Dates & Locations	Man Days	Additional Cost
Project Analysis and State staff inservice (RST) (3)	Sept 1, 1974 through Oct 31, 1974 Sacramento	240	None
State staff coordinated ongoing inservice	Oct 1, 1974 through May 1, 1975 Sacramento	80	None
RST, ECE, Bilingual, Career Ed, Evaluation, CAER (10)			

State staff ongoing inservice (RST) (3)	Nov 1, 1974 through May 10, 1975 Sacramento	24	None
District & school personnel workshops for comprehensive program planning & rules and regulations by state staff (9)	Nov 1, 1974 through Feb 28, 1975 8 locations within Region	72	$50 per man day 72 x50 $3600
District & school personnel workshops and individual apts. for applications by state staff (9)	Mar 1, 1975 through May 1, 1975 8 locations within Region	72	$50 per man day 72 x50 $3600
Read & recommend approval of projects by state staff (4)	May 1, 1975 through May 10, 1975	60	None

There will be no cost for facilities as state, county, and school district facilities will be used.

EXECUTION OF THE PLAN

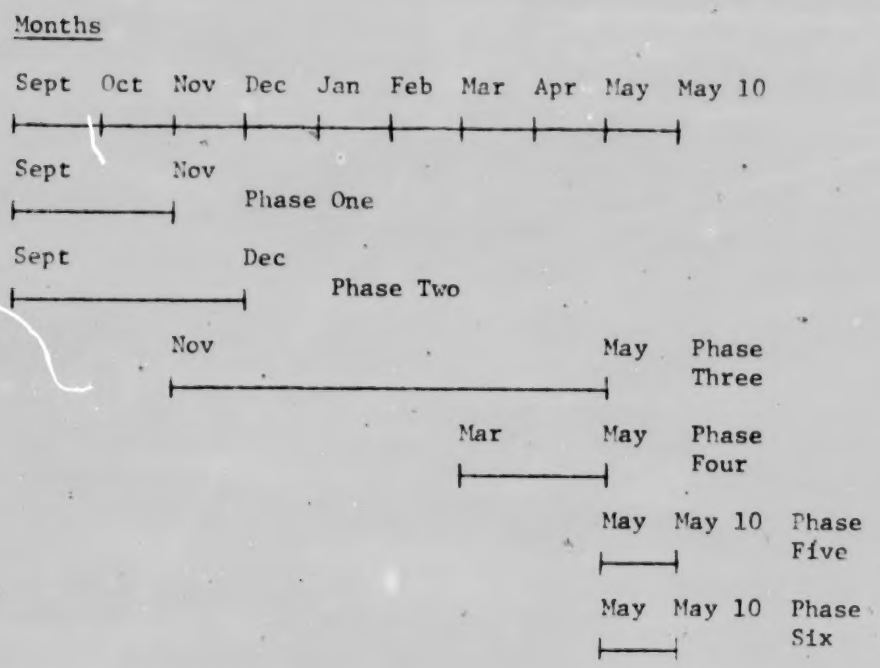
The plan will be executed within the following time frame:

Commence Project	Terminate Project
September 1, 1974	May 10, 1975

Timeline

The following timeline has been developed as a guide. A specific timeline will be developed with

input from the team members after a calendar of dates has been established by the deputy superintendent.



The timeline will be adhered to as closely as possible; however, flexibility and adjustments will be anticipated in order to respond to requests and demands from department managers.

EVALUATION

The summative or terminal evaluation will be based on the criteria stated in the objective.

"The objective of this practicum is to provide training to ad hoc state staff members of one regional service team to enable them to disseminate information and to provide training to local school district personnel for comprehensive program planning and accurate completion of the consolidated application, as measured by approval of 100% of the 100 projects submitted in the twenty-one county region with a 15% reduction in the number of addenda requested by May 10, 1975 as compared to the number of addenda requested prior to May 1974."

The detailed analysis of the errors and addenda requests required prior to May of 1974 and those required prior to May of 1975 will provide, in addition to the information to evaluate this project, information relative to current strengths and weaknesses of the consolidated application format and process.

FURTHER APPLICATION

The successful implementation of this project and achievement of the objective will establish this as an effective model which could be implemented for additional teams on an individual basis, or modified for use as a coordinated model for all of the teams.

The success of this practicum will verify that careful analysis of a problem, designing staff development to focus on the causes of the problem, and careful

thorough implementation of training sessions can effectively train ad hoc personnel to accomplish a specific task.

REPORT OF IMPLEMENTATION

INTRODUCTION

Six distinct phases were implemented to achieve the objectives of the practicum. First, a detailed analysis of the errors on each of the 100 applications was made. Second, the information was provided both verbally and in writing to the appropriate personnel and to the committees assigned to revise the application forms. Third, training sessions were provided for State Regional Service Team II staff members. The training sessions were designed to provide the legal information required on the application pages. Special attention was focused on the program information which caused the errors on the 1974-75 applications. Fourth, the state Regional Service Team II staff implemented a new strategy for providing training to local district personnel regarding the completion of the consolidated

applications. Fifth, as described in the previous section, the Introduction, the new state staff members read the consolidated applications, requested addenda where required and recommended the projects to the State Board of Education for approval. Sixth, this writer, the Team Administrator, redesigned the strategy for analysis of the application errors of the 1975-76 applications and the evaluation design and analyzed the errors on each page of the thirty 1975-76 applications selected at random. The writer then compared this analysis with the analysis of the thirty randomly selected 1974-75 applications.

The objective of the practicum as revised was successfully achieved. The specific criteria for measurement and the methods used for the evaluation of the project objective and of the implementation of each phase of the practicum are detailed in the evaluation section of this report.

In order to clearly place each phase of the practicum in its proper perspective, this report will be divided into

nine major sections. The first section will clarify, in narrative and also in graphic form, the organization of the regional service teams. The brief historical description presented in the previous section will be expanded and specific detail will be provided for the planning period for 1974-75 and 1975-76 in order that a comparison may be made. The second section will deal with the analysis of the errors on the 1974-75 applications. The third section will describe the process of application revision. The fourth will deal with the staff development training designed and implemented to address the major problem identified in the proposal and to reduce the number of errors on the applications. This section will describe the staff development provided to state staff members and also to local district staff members for 1974-75 and 1975-76. It will compare these training sessions in order to point out the new strategies developed as part of this practicum. The fifth section will describe the analysis of the errors on the thirty randomly selected 1975-76 applications and will compare this analysis with an analysis of the errors on the thirty randomly selected 1974-75 applications. The

sixth section will include findings, conclusions and recommendations. The seventh will describe the evaluation of the implementation of the practicum and the evaluation of the objective of the practicum. The eighth section will provide a summary and the ninth will indicate further application.

ORGANIZATION

State Organization Prior to 1974-75

In the years prior to 1972-73, the State Department of Education was organized into divisions and bureaus. Each division and bureau administered its own programs and each program had its own separate guidelines, its own application and its own consultants who provided technical assistance for its own programs. These services were provided directly to the separate unit or department within the local school district which was responsible for the administration of the specific program. (Figure 1)

In the school year 1972-73, technical assistance teams were organized to provide technical assistance to local districts in the preparation of a consolidated application for funds for the 1973-74 school year. These teams were

HISTORICAL ORGANIZATION

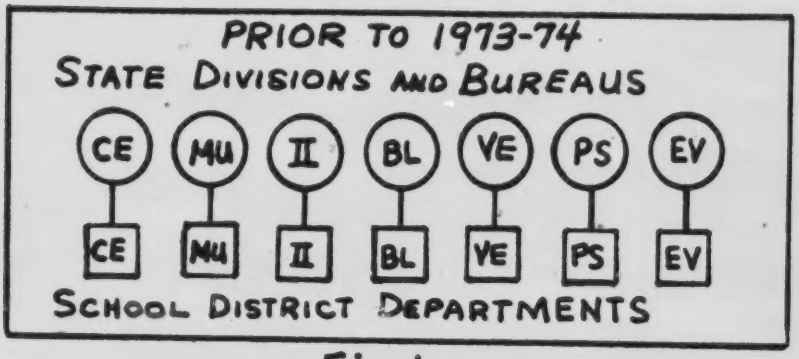


FIG. 1

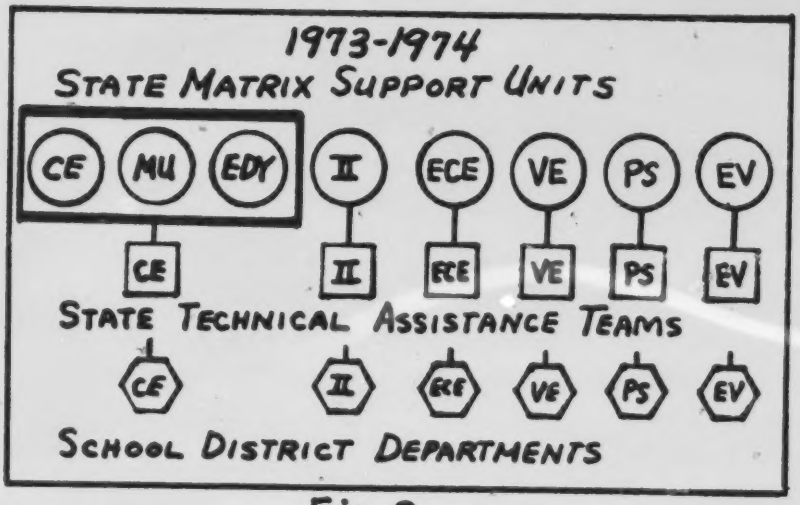


FIG. 2

CE - COMPENSATORY EDUCATION ESEA, TITLE I
MU - MILLER UNRUH READING
EDY - EDUCATIONALLY DISADVANTAGED YOUTH

BL - BILINGUAL
VE - VOCATIONAL EDUCATION
PS - PRESCHOOL
II - ESEA, TITLE II
EV - EVALUATION

ECE - EARLY CHILDHOOD EDUCATION

CP - CONSOLIDATED PROGRAMS

composed of a representative, assigned on an ad hoc basis, of each of the programs included in the consolidated application. (Figure 2)

State Organization 1974-75

In December 1973, regional service teams were organized to serve six geographic regions within the state (Figure 3) to provide technical assistance for preparation of the consolidated application for the 1974-75 school year.

Each of these state teams had (Figure 4):

- Six full-time staff members for a six-month period
- Five specialists in specific programs and one specialist in evaluation
- New personnel, but personnel with special knowledge and expertise regarding one program and the specific application pages for that program
- A full-time administrator with direct line responsibility for all six team members

FIELD SERVICE REGIONS

Region I
Del Norte
Humboldt
Lake
Mendocino
Butte
Glenn
Lassen
Modoc
Plumas
Shasta
Siskiyou
Tehama
Trinity
Marin
Napa
Sonoma

Region II
Alpine
Amador
Calaveras
Colusa
El Dorado
Fresno
Madera
Mariposa
Merced
Sacramento
San Joaquin
Mono
Nevada
Placer
Sierra
Sutter
Yolo
Yuba
Solano
Stanislaus
Tuolumne

Region III
Alameda
Contra Costa
Monterey
San Benito
San Mateo
Santa Clara
Santa Cruz
San Francisco

Region IV
Inyo
Kern
Kings
San Bernardino
San Luis Obispo
Tulare
Santa Barbara
Ventura

Region V
Los Angeles

Region VI
Imperial
Orange
Riverside
San Diego

Figure 3

State Organization 1975-76

In August of 1974, there was a reorganization and reassignments were made to the six regional service teams in preparation for the provision of technical assistance for preparation of the consolidated applications for the 1975-76 school year.

Each of these state teams had (Figure 5):

- Three full-time staff members for a nine-month period, two part-time staff members for a two-month period and two staff members on an ad hoc basis for a two-month period
- Three generalists responsible for knowledge of all programs and four part-time specialists
- New full-time personnel, except team administrator, who had no knowledge or expertise regarding any of the programs or specific application pages
- A full-time administrator with responsibility for two staff members, the other staff members were directly responsible to their own units

Comparison of State Organization of 1974-75 and 1975-76

A comparison of the organizational structures and the personnel assignments for these two years (Figure 4 and 5)

REGIONAL SERVICE TEAMS

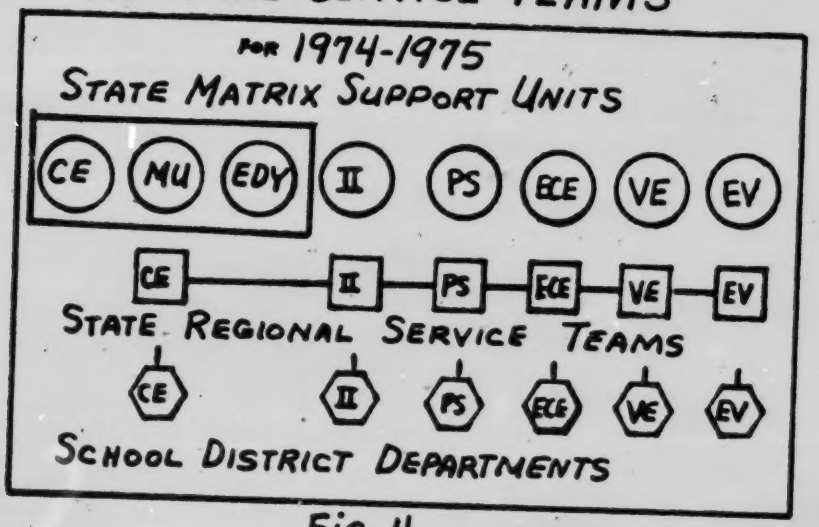


FIG. 4

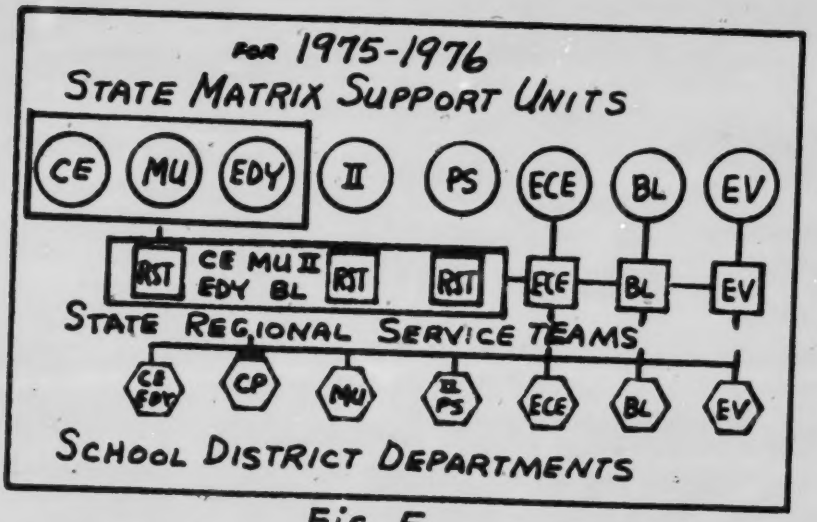


FIG. 5

CE - COMPENSATORY EDUCATION ESEA, TITLE I
MU - MILLER UNRUH READING
EDY - EDUCATIONALLY DISADVANTAGED YOUTH
BL - BILINGUAL
VE - VOCATIONAL EDUCATION
PS - PRESCHOOL
II - ESEA, TITLE II
EV - EVALUATION
ECE - EARLY CHILDHOOD EDUCATION
CP - CONSOLIDATED PROGRAMS

shows several differences which had an impact on the staff development requirements in order to provide adequate and effective technical assistance to local school districts for the preparation of the consolidated application for 1975-76. These differences were of major significance to this practicum.

The major differences for preparation of the consolidated application for 1975-76 were (Figure 6):

- Five man-months less time available for the total operation
- Less specialist time available for the operation
- Less program and application knowledge and expertise available for the operation
- Less Administrative responsibility and authority available to the operation

District Organization 1974-75

In addition to these differences in the regional service team operation at the state office, there were organizational and personnel changes at the local school districts

STATE ORGANIZATION AND PERSONNEL COMPARISON of 1974-75 and 1975-76		
Preparation for 1974-75	Preparation for 1975-76	Differences for 1975-76
6 full-time staff for 6 months	3 full-time staff for 9 months 2 part-time staff for 2 months 2 ad hoc staff for 2 months	Less staff time available
6 specialists	3 generalists 4 specialists	less specialist time
New personnel with special program and application	New personnel without special program and application knowledge	Personnel with lack of program and application knowledge
Administrative responsibility for all team staff	Administrative responsibility for only part of team staff	Less administrative responsibilities

Figure 6

which also had an influence on the delivery of technical assistance, and therefore had to be considered in the implementation of this project.

In preparation for the 1974-75 consolidated application, most districts had:

- A director or coordinator for each separate program
- Each director or coordinator responsible only for separate program information and for separate application pages
- Lack of communication and program articulation at the district and school

District Organization 1975-76

In preparation for the 1975-76 consolidated application, most districts had:

- A consolidated project director responsible for the total consolidated application
- One director, with the assistance of separate program coordinators, responsible for all consolidated program information and application pages

- Some communication and program articulation at the district and school

Comparison of District Organization of 1974-75 and 1975-76

The major differences for preparation of the consolidated application for 1975-76 were (Figure 7):

- The consolidated project director was not knowledgeable, regarding all of the programs
- The consolidated project director was not knowledgeable regarding all of the information required on the application pages
- Communication and program articulation was improved

DISTRICT ORGANIZATION AND PERSONNEL COMPARISON of 1974-75 and 1975-76		
Preparation for 1974-75	Preparation for 1975-76	Differences for 1975-76
Director or Coordinator for each separate program	Consolidated project director for all programs	Consolidated director without knowledge of all programs
Each director or coordinator responsible for separate program and application pages	One director responsible, with assistance, for all programs and application pages	Director not knowlegdeable regarding all programs and application pages
Lack of communication and program articulation at the district and school	Some communication and program articulation at the district and school	Improved communication and program articulation at the district and school

Figure 7

These differences in organizational structure, administrative responsibility, and qualifications and knowledge of personnel relative to the programs in the consolidated application were of major significance to this project. These differences clearly identified the need for intensive staff development. The analysis of the application errors, the process of document revision, and the analysis of the previous staff development were all significant to the design and implementation of the series of staff development presentations which is described in a forthcoming section of this report.

ANALYSIS OF 1974-75 APPLICATION ERRORS

ANALYSIS OF TOTAL 1974-75 APPLICATION ERRORS

Each of the 105 consolidated applications submitted to the California State Department of Education from the twenty-one county regions served by Regional Service Team II was analyzed by this writer (Appendix A). The analysis served two purposes: The first was to ascertain the number of perfect applications without any errors and number of applications with errors. The purpose of this analysis was to use the data for comparison with the 1975-76 applications in order to evaluate the objective of this project, which was to reduce the number of applications with errors requiring addenda requests. The second purpose of the analysis was to chart the pages, and in some cases the lines, on which the errors occurred in order to determine the causes of the errors and to provide information for alleviating these causes.

There are three types of projects submitting applications in Region II: cooperative projects, consisting of two or more small school districts each with project grants of $50,000 or less; medium size school districts with project granst of $50,000 to $500,000; and large school districts with project grants of $500,000 to $4,500,000.

A comparison was made of the number and types of errors made on these three types of project applications to determine if special assistance was needed by one type of project applicant. The difference in the number and types of errors was not significant and so the data has not been used for this practicum report.

After the detailed page by page analysis of all 105 applications was completed, the data was used to provide information to the committee charged with revising the document and to plan the staff development sessions for state and district personnel.

Analysis of Total 1974-75 Application Errors

- The total number of applications was 105.
- Sixteen applications or 15 percent of the applications had no errors.
- Eighty-nine applications or 85 percent of the applications had errors on one or more pages.

Total 1974-75 Application Errors		
	Number	Percent
Total Applications	105	
Applications with no errors	16	15
Applications with errors on one or more pages	89	85

Figure 8

Analysis of 1974-75 Application Errors by Page

- Four pages had no errors
- Nine pages had errors on 15 percent or more of the applications

- Two pages had errors on 49.5 percent or more of the applications

- One page had errors on 63 percent of the applications

1974-75 Application Errors by Page

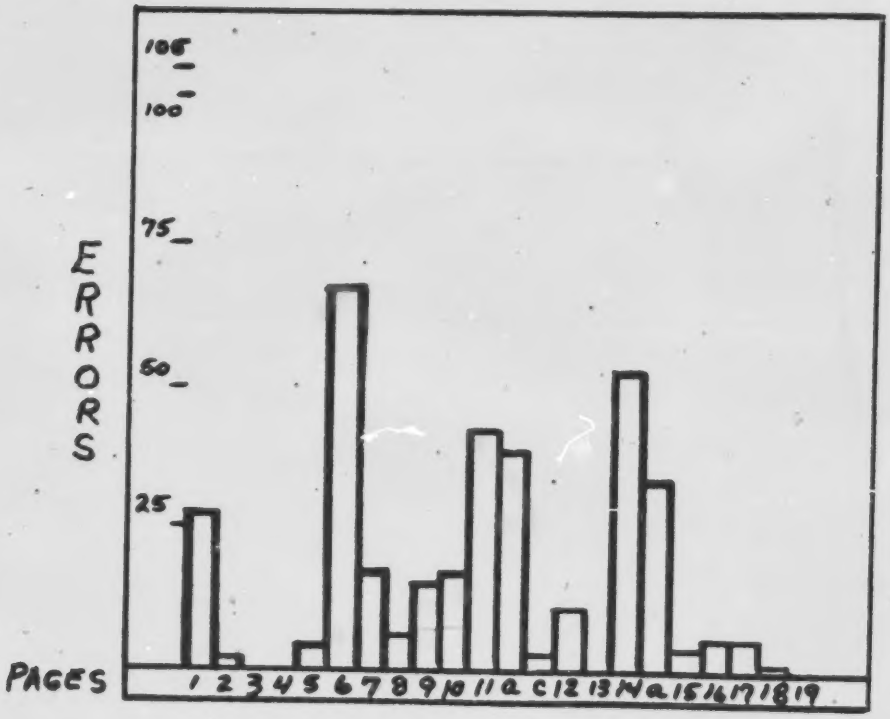


Figure 9.

Conclusions

The following conclusions were drawn from the analysis of the applications:

- Pages one, six, seven, nine, ten, eleven, eleven a, fourteen and fourteen a, had errors on 15 percent or more of the applications

- Detailed analysis of these nine pages was needed in order to ascertain the specific causes of the errors

Analysis of Content of Application Pages with Highest Frequency of Errors. (1974-75 Consolidated Application-Appendix B)

This analysis was made to identify the program information, application pages and instructions which needed to be clarified for state and district staff members to assure submission of accurate consolidated applications.

Page one: Assurances
Certification
Errors: Lack of signatures

Page six: Consolidated Application Funding Sources
Errors: Incorrect amounts of furds requested

Page seven: Allowances for Specialist Teachers and Aides in Reading (Miller-Unruh)
Errors: Incorrect amount of funds
Incorrect schools
Incorrect number of aides

Page nine: Request for Library Resourses, ESEA, Title II, Phase I
Errors: Incorrect amount of funds requested
Incorrect distribution of funds requested

Page ten: ESEA, Title I, Program area data and funding allowances
Errors: Incorrect calculations

Page eleven: Schools continuing in the Early Childhood Education Program
Errors: Incorrect calculations for educationally disadvantaged youth
Incorrect calculations for Miller-Unruh combination schools

Page eleven a: Early Childhood Education Expansion Schools
Errors: Incorrect calculations for educationally disadvantaged youth
Incorrect calculations for Miller-Unruh and ECE combination schools

Page fourteen: Computation of per-pupil expenditures for Educationally Disadvantaged pupils, elementary schools
Errors: Incorrect calculations for numbers of pupils
Incorrect calculations for funds allocated for designated pupils

Page fourteen a: Page fourteen continued
Errors: Same as page fourteen

Conclusions

From this analysis the following conclusions were reached:

- State staff and district staff must emphasize accuracy of dollar amounts in all requests for funds, and completeness of applications, including signatures
- Instructions in application must be clarified
- Content of pages must be revised to request only required information, eliminating desirable information that is not a requirement for legal funding authorization
- Staff, both state and district level must receive training to assure that they understand the legal requirements of each program and the interrelationship of the programs.

APPLICATION REVISION

A committee was appointed by the Deputy Superintendent for Program to revise the document. This writer and team members met with the committee on several occasions and had the opportunity to point out the errors made on the applications which had been analyzed. In addition, the Deputy Superintendent for Program requested that a meeting be scheduled within each region to provide an opportunity for project directors and personnel from local school districts to make recommendations regarding the revision of the documents. The major recommendations from the meeting in Region II and the members of Regional Service Team II were (Appendix C):

- That only information essential for project approval be required
- That the application pages be simplified

c That the instructions be clarified

The original timeline established by the department scheduled the completion of the revisions for November 1974. However, the entire process of application revision, allowing for a maximum amount of discussion and recommendations from numerous sources, took longer than the department staff had anticipated. The revised document was printed and available for distribution to local school districts in March 1975. (Appendix D)

A comparison of the documents (Appendices B and D), shows that the 1975-76 consolidated application eliminated several pages; required assurances of compliances in some instances rather than requiring submission of the detailed information; modified the format of pages; and clarified the instructions of several pages. The following listing identifies the modifications of the pages which, in this study, had the highest frequency of errors:

Page one: Assurances certification
Modification: Additional assurances
Minor modification

Page six: Consolidated Application Funding Sources
Modification: Page number changed to page 12
Instructions clarified

Page seven: Allowances for specialist teachers and aides in reading (Miller-Unruh)
Modification: Page number changed to page 9
Format of page changed
Instructions clarified

Page nine: Request for Library Resources, ESEA, Title II, Phase I
Modification: Page eliminated

Page ten: ESEA, Title I, program area data and funding allowances
Modification: Minor modification
Instructions clarified

Page eleven: Schools continuing in the Early Childhood Education program
Modification: Page number changed to page 10
Format modified to clarify instructions

Page eleven a: Expansion Schools in the Early Childhood Education Program
Modification: Page number changed to page 11
Format modified to clarify instructions

Page fourteen: Educationally Disadvantaged Youth Programs
Modification: Page number changed to page 7
Major modification
Check mark to indicate funds used for exact calculations

Change in ranking procedures
Information requested on previous
page 14a incorporated on this page

Page fourteen a: Page Fourteen continued
Modification: Information consolidated and requested on page 7
This page eliminated

These modifications simplified the application to a minor degree. However, even though some of the information was not requested on the application it was still essential for the state and district staff members to understand the information, the legal requirements, and the procedures for the calculations. Therefore, even though some information was eliminated from the application, it was included as part of the staff development sessions for state and district staff members.

The process of revision of the documents is considered by this writer to have been an important part of the training of both state and district staff. This involvement of numerous state and district staff members in the document revision process for 1975-76 was a major change from the revision for 1974-75 when only a few people were involved. This process

of interaction provided the state staff members with information regarding the problems, concerns, ideas and recommendations of district project personnel. It also created an atmosphere of cooperation and understanding as each group more fully appreciated the requirements, constraints and problems of the other group. This involvement was a masterful public relations activity.

STAFF DEVELOPMENT

The change in organizational structure and the change in personnel assigned to Regional Service Team II made a strong series of staff development sessions crucial to effective delivery of services to local school districts and to the success of this practicum project. The two full-time state staff members were new to the regional service team unit and were new to all of the programs. They were not specialists in one of the programs in the consolidated application as the staff members had been the previous year, in fact, they were not familiar with any of the programs in the consolidated application. A new strategy of staff development designed by this writer and implemented for the full-time team members and the part-time and ad hoc team members.

The staff development sessions presented for state and district staff members in preparation for the 1974-75 and

the 1975-76 consolidated applications will be described. A comparison will then be presented in this section to point out the differences and highlight the focus of the new strategy of staff development for 1975-76.

Staff Development for State Staff: Preparation for 1974-75 Applications

The State Department of Education Regional Service Teams were organized in preparation for delivering field serivces of consultant services and technical assistance to local school districts for the preparation of the 1974-75 consolidated application. Each of the programs represented in the application had made a commitment of staff members, including one full-time administrator to administer one team and one consultant or program specialist to serve on each of the six teams.

Two full weeks were set aside for staff development. One half-day for total regional service team unit sessions and one half-day for individual team meetings. (Appendix E)

Each of the program managers, of programs in the consolidated application, and other program managers representing programs which had a relationship to the consolidated application programs was scheduled to make a presentation to the total group. In order to assure time for all programs, each presentation provided a brief general overview of the program elements. All of these were lecture type presentations made to a large group audience. Each of these presentations lauded the strengths of the program and assured a commitment by the manager to cooperation, coordination and consolidations of efforts within the new delivery system. Each of the associate superintenderts, the age span managers, each of the assistant superintendents and the Deputy Superintendent for Programs made presentations to the group. All of the presentations, including those focusing on the consolidated application forms and the rules and regulations were very general and theoretical in nature. None of them provided any practical information that would prepare staff members to complete an application.

The team meetings held at this time and in the following months focused on discussion of plans for presentations to local school district personnel. Each person was a program specialist, knowing the rules and regulations of the program and understanding the details of completing the application for that program. There was little time devoted to sharing program information or interacting with other program units and becoming familiar with other programs, the time was devoted to preparing individual presentations regarding the separate programs.

Excellent staff development workshops were provided for local district personnel but the format of the presentations tended to encourage continued separatism rather than consolidation and program integration.

The following items point out the features of the 1974-75 staff development (Appendix E)

- Ten half-day sessions of staff development for all six teams at beginning of team assignment with weekly two-hour staff meetings for four weeks

- Presentations by program manager of each program included in the consolidated application

- Presentations were brief general overview of each program, rules and regulations, and application, i.e., ESEA, Title I; ESEA, Title II; SB 90; Miller-Unruh Reading; Preschool; Early Childhood Education

- Large group presentations

- Team meetings focused on planning for district presentations with each specialist preparing presentation regarding individual program

- Document preparation and revision by a small select group representing each individual program

- Team members interation with other program consultants and detailed information regarding other programs was minimal

Staff Development for State Staff: Preparation for 1975-76 Applications

The regional service teams had been organized in 1974-75 and even though there was an organizational change for 1975-76, as described in the previous section on Organization, it was not a major reorganization. At the termination of the fiscal year, some personnel returned to their units and new personnel were assigned at various times.

The personnel no longer represented specialists in the programs in the consolidated application, in fact, most of the new personnel had no knowledge of any of the consolidated application programs.

There was no formal staff development planned for the total regional service team unit. This writer had been assigned to administer Regional Service Team II and had been assigned two new consultants who were not familiar with any of the programs in the consolidated application. This writer determined that, in order to prepare the new consultants with the program information necessary to enable them to deliver services to local school districts, it would be essential to plan specific time away from the ongoing adderda, amendment and revision processing to learn the information relative to all of the consolidated application programs.

The analysis conducted of the application errors reported in the previous section of this report pinpointed the errors and the application pages and program information that was the most difficult.

In planning the series of weekly staff meetings for Regional Service Team II, this writer prepared and presented the material for most of the sessions. At times, other consultants or program managers were brought in for specific information and to clarify concerns. All of these sessions were informal, small group sessions for our own team and a few new members of other teams who requested to join us. The topics focused on consolidation of programs and upon the information requested in the application.

After several months, a new program manager was appointed to coordinate the regional service teams. This Regional Service Team II plan of staff development was discussed with the new Regional Service Team Coordinator and he requested this writer to coordinate a series of staff development sessions for the entire regional service team unit. A series of eight full-day sessions was planned and presented for the entire unit (Appendix F). They were organized in the same manner as the team two sessions had been organized. The majority of the presentations were made by the regional service team administrators and staff members.

The majority of the presentations focused on topics of program consolidation and the consolidated application rather than individual program requirements. Program managers and their staff members were invited to make presentations at various times.

Regional Service Team II staff meetings were scheduled on a weekly basis for the remainder of the year (Appendix G). Each meeting included time for questions regarding the programs or applications. Several full days were scheduled in a conference room away from our regular work area, to discuss topics that needed clarification. In addition, Regional Service Team II staff members attended several joint meetings with other program units (Appendix G). A different format was used for presenting workshops for local school district personnel. Rather than all team members taking a page or two of the application and lecturing to a large group, small groups were formed and each consultant presented the entire application. The focus of these meetings was on program consolidation and integration rather than program separation.

The following items point out the features of the 1975-76 staff development sessions (Appendix F and G):

- Eight days of staff development for all six teams after one month of individual team in-service
- Presentations by regional service team administrators and team members
- Presentations were specifically related to the rules and regulations of the programs and the information required on the consolidated application, i.e., selection of target area; selection of schools to be served; identification of pupils; distribution of resources; parent involvement requirements; regulations regarding centralized services; regulations regarding capital outlay expenditures
- Large group presentations, small group discussions and individual work relating the rules and regulations to the documents and focusing on the interrelationship of the programs
- Team meetings were held weekly over a longer period of time and focused on topics such as, school selection and identification of eligible students, stressing the similarities and differences and the interrelationship of the programs
- Document revision involved large groups of generalists and specialists and program managers, including all regional service team staff members
- Team members interaction with program consultants and information regarding all consolidated programs was increased by team attendance at other

unit staff meetings and by attendance of representatives of other units at our team meetings

Staff Development for State Staff: Comparison of Preparation for 1974-75 Applications and Preparation for 1975-76 Applications

The major differences in the staff development in preparation for the 1975-76 applications were (Figure 10):

- More time was devoted to staff development
  - -- Three additional days for the total regional service team staff
  - -- The equivalent of eleven days of individual team inservice
  - -- The equivalent of 13 more days
- Presentations were by regional service team administrators and staff members, rather than program managers
- Presentations were practical rather than general and related to the specific information regarding knowledge of rules and regulations essential for accurate completion of the consolidated application
- A variety of large group and small group presentations and individual work problems provided opportunities for questions and focused on the interrelationship of the programs rather than the individual programs
- Team meetings were held weekly over a longer period of time and, in addition, three days were scheduled with part-time and ad hoc consultants to focus on specific topics such as,

STAFF DEVELOPMENT FOR STATE STAFF: COMPARISON OF 1974-75 and 1975-76		
Preparation for 1974-75	Preparation for 1975-76	Differences for 1975-76
Ten half-day sessions for total staff Four two-hour meetings for team	Eight full-day sessions for total staff Eleven full-days of meetings for team	More time (equivalent of 13 more days) devoted to staff development
Presentations by individual program managers	Presentations by regional service team administrators and members	Presentations by regional service team administrators and members
Presentations were brief general overviews of individual programs	Presentations were specific and related to the rules and regulations and the consolidated application	Presentations were related to the consolidated application
Large group presentations	Large group, small group presentations and individual work	Variety of presentations: large small group, and individual work
Team meetings focused on planing for district presentations by specialists Few Meetings Short period of time	Team meetings focused on interrelationship of programs Many meetings Longer period of time	Team meetings focused on preparing generalist with information regarding interrelationship of all programs Over longer period of time
Document preparation and revision Minimal involvement of staff	Document revision Maximum involvement of staff	Document revision Maximum involvement of staff
Interaction with other program units was minimal	Interaction with other program units was increased	Interaction with other program units was increased

Figure 10

school selection and identification of eligible students, stressing the similarities and differences and the interrelationship of the programs

- Document revision included representation of regional service staff members as well as program managers

- Team members interaction with program consultants and information regarding all consolidated programs was increased by team attendance at other unit staff meetings and by attendance of representatives of other units at our team meetings

Staff Development for District Staff:
Preparation for 1974-75 Applications

- One half-day session at each of nine locations, two full-day large (300 attendance) group meetings, one full-day of twenty minute appointments for individual districts at nine locations
- All presentations and individual appointments by entire six staff member state team
- All presentations were in a large group
- Each presentation was by program specialist related to specific program and program pages of application
- District personnel in attendance represented individual programs and the same personnel did not attend all meetings
- Document preparation and revision: No involvement

Staff Development for District Staff:
Preparation for 1975-76 Application (Appendix H)

- One full-day session for small groups (60 attendance) at each of nine locations, two full-days of thirty minutes to one hour appointments for individual districts at nine locations
- All presentations and individual appointments were by one state staff member
- All presentations were small group sessions with total presentation by one state staff member

- Each state staff member presented all programs and application pages rather than individual programs

- District personnel in attendance were consolidated project directors and staff members who were specifically invited and the same personnel attended the group sessions and individual appointments

- Document preparation and revision: all districts were invited to be represented

Staff Development for District Staff: Comparison of Preparation for 1974-75 Applications and 1975-76 Applications

The major differences in the staff development sessions presented by the regional service team staff members for local district personnel for the preparation of the 1975-76 application were (Figure 11):

- One full-day session for small groups (60 attendance) rather than large groups (300 attendance), two full-days of individual appointments of thirty minutes to one hour rather than twenty minute appointments

- Presentations and appointments by one state staff member rather than entire team

- All presentations were small group sessions with total presentation by one staff member rather than entire team

- Each state staff member presented information for all programs presented by a specialist

STAFF DEVELOPMENT FOR DISTRICT STAFF: COMPARISON OF 1974-75 and 1975-76		
Preparation for 1974-75	Preparation for 1975-76	Differences for 1975-76
One half-day nine locations One full-day two locations One full-day 20 minutes appointments nine locations	One full-day nine locations Two full-days 30 minutes to one hour appointments nine locations	Additional one half-day nine locations One additional day for appointments at nine locations Longer appointments
All presentations and appointments by entire team	All presentations and appointments by one team member	All presentations and appointments by one team member
Presentations by individual program specialsits related to specific program and application pages	Presentations regarding all program and application pages by one staff member	Presentations regarding all program and application pages by one staff member
District personnel represented individual programs Same personnel did not attend all meetings	District personnel represented consolidated programs Same personnel attended all meetings	District personnel represented consolidated programs Same personnel attended all meetings
Document preparation and revision: no involvement	Document preparation and revision: all districts invited to be represented	Document preparation and revision: all districts invited to be represented

Figure 11

- District personnel in attendance were consolidated project directors and staff members specifically invited and the same staff members attended the group sessions and individual appointments rather than different personnel at each meeting

- Document revision: all districts were invited to be represented and involved rather than no involvement

ANAYSIS OF 1975-76 APPLICATION ERRORS

Subsequent to the submission of the revised practicum proposal, there has been a reorganization within the delivery system of the State Department of Education. The reading of the 1975-76 consolidated applications has been assigned to technical staff within a different unit. It was not possible for the new personnel to read and review all of the applications within the time allocated. Therefore, this writer was unable to analyze the errors on all 105 consolidated applications submitted for Region II. In consultation with Dr. John Housden, Consultant in Evaluation of the California State Department of Education, it was determined that a sample of thirty applications selected randomly would provide a valid sample for the purposes of analysis and evaluation of this project. The thirty project applications selected for analysis for 1975-76 were from the same districts as those analyzed for 1974-75. This careful selection was made to

assure validity and reduce the probability of error of the random sample.

Thirty of the 1974-75 applications were reanalyzed (Appendix A) and the thirty 1975-76 applications from the same projects were analyzed (Appendix I). The analysis of the errors on the thirty applications is reported for 1974-75 on Figure 12 and for 1975-76 on Figure 13. A comparison of the errors is reported by total errors on applications on Figure 14.

In addition, an analysis was made of the application errors by page for each year which is reported for 1974-75 on Figure 9 and for 1975-76 on Figure 17. The comparison of 1974-75 and 1975-76 application errors by page is reported on Figure 18.

Analysis of Total 1974-75 Application Errors (Random Sample) (Appendix A)

- The total number of applications in the sample was 30

- 5 applications or 17 percent of the applications had no errors

- 25 applications or 83 percent of the applications had errors on one or more pages

TOTAL 1974-75 APPLICATION ERRORS (RANDOM SAMPLE)		
	Number	Percent
Total Applications in Sample	30	
Applications with no errors	5	17
Applications with errors on one or more pages	25	83

Figure 12

Analysis of Total 1975-76 Application Errors (Random Sample) (Appendix I)

- The total number of applications in the sample was 30

- 10 applications or 33 percent of the applications had no errors

- 20 applications or 67 percent of the applications had errors on one or more pages.

TOTAL 1975-76 APPLICATION ERRORS (RANDOM SAMPLE)		
	Number	Percent
Total applications in sample	30	
Applications with no errors	10	33
Applications with errors one one or more pages	20	67

Figure 13

Comparison of Total 1974-75 Application Errors and Total 1975-76 Application Errors (Random Sample)

- The total number of application errors for 1974-75 and for 1975-76 was 30
- 5 applications or 17 percent of the applications for 1974-75 and 10 applications or 33 percent of the applications for 1975-76 had no errors
- 25 applications or 83 percent of the applications for 1974-75 and 20 applications or 67 percent of the applications for 1975-76 had errors on one or more pages

COMPARISON OF TOTAL 1974-75 and 1975-76 APPLICATION ERRORS (RANDOM SAMPLE)

	1974-75		1975-76	
	Number	Percent	Number	Percent
Total applications in sample	30		30	
Applications with no errors	5	17	10	33
Applications with errors on one or more pages	25	83	20	67

Figure 14

COMPARISON OF TOTAL 1974-75 APPLICATION ERRORS
AND TOTAL 1975-76 APPLICATION ERRORS
(RANDOM SAMPLE)

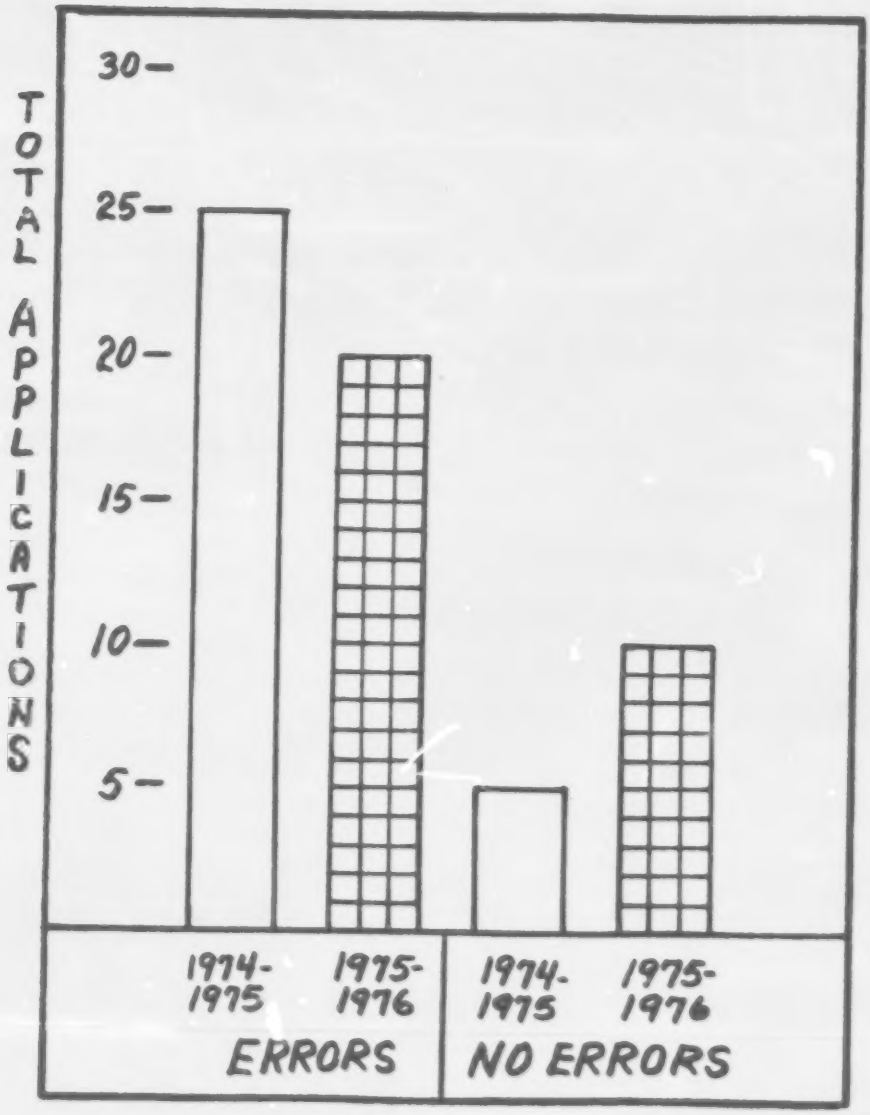


Figure 15

Analysis of 1974-75 Application Errors by Page (Figure 16)
(Random Sample Total of 30)

- 7 pages had no errors
- 5 pages had errors on 20 percent or more of the applications
- 3 pages had errors on 40 percent or more of the applications
- 1 page had errors on 60 percent of the applications

1974-75 APPLICATION ERRORS BY PAGE
(RANDOM SAMPLE)

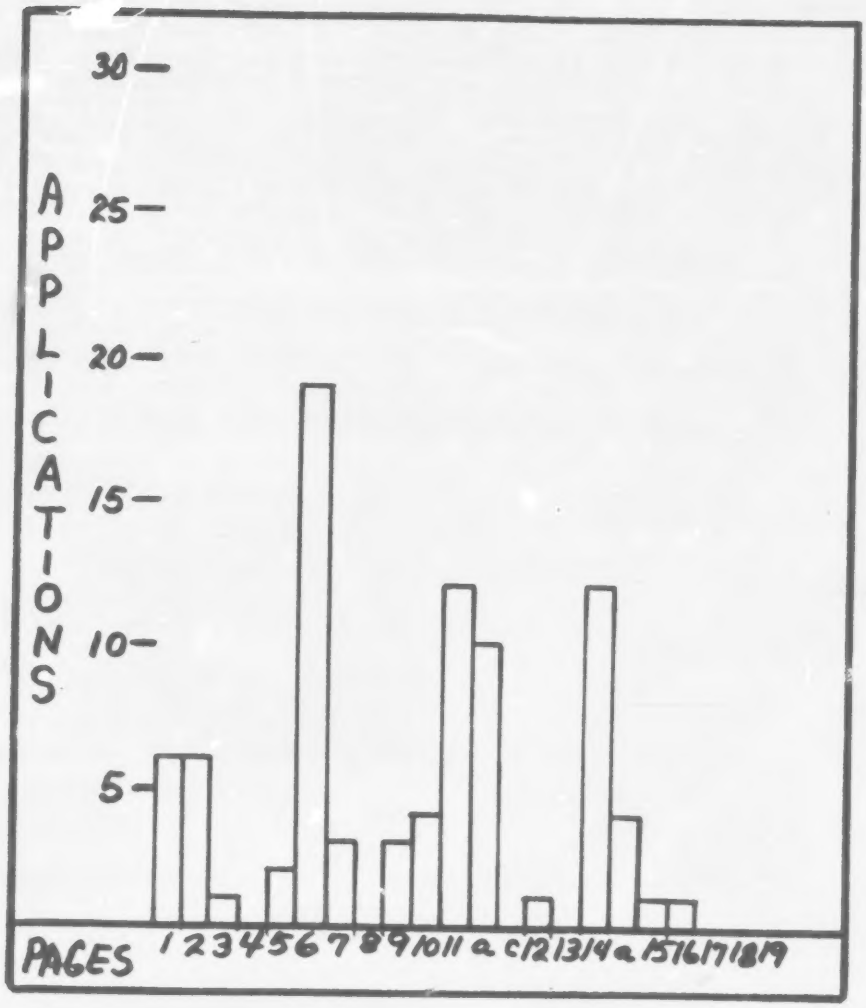


Figure 16

Analysis of 1975-76 Application Errors by Page (Figure 17)
(Random sample total of 30)

- 8 pages had no errors
- 6 pages had errors on 20 percent or more of the applications
- No pages had errors on 40 percent or more of the applications
- No pages had errors on 60 percent of the applications

1975-76 APPLICATION ERRORS BY PAGE
(RANDOM SAMPLE)

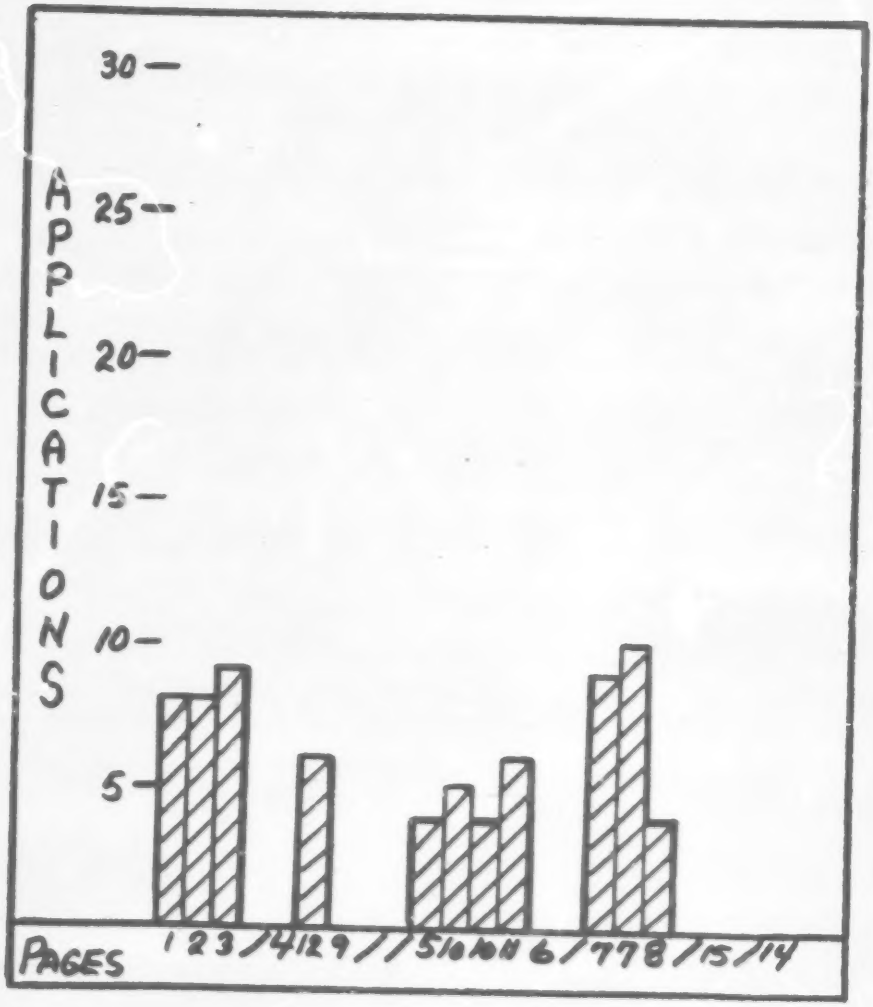


Figure 17

Comparison of 1974-75 and 1975-76 Application Errors by Page (Figure 18)
(Random sample total of 30)

- 1 more page had no errors in 1975-76
- 1 more page had errors on 20 percent or more of the applications
- 3 less pages had errors on 40 percent of the applications
- 1 less page had errors on 60 percent of the applications

COMPARISON OF 1974-75 and 1975-76 APPLICATION ERRORS BY PAGE
(RANDOM SAMPLE)

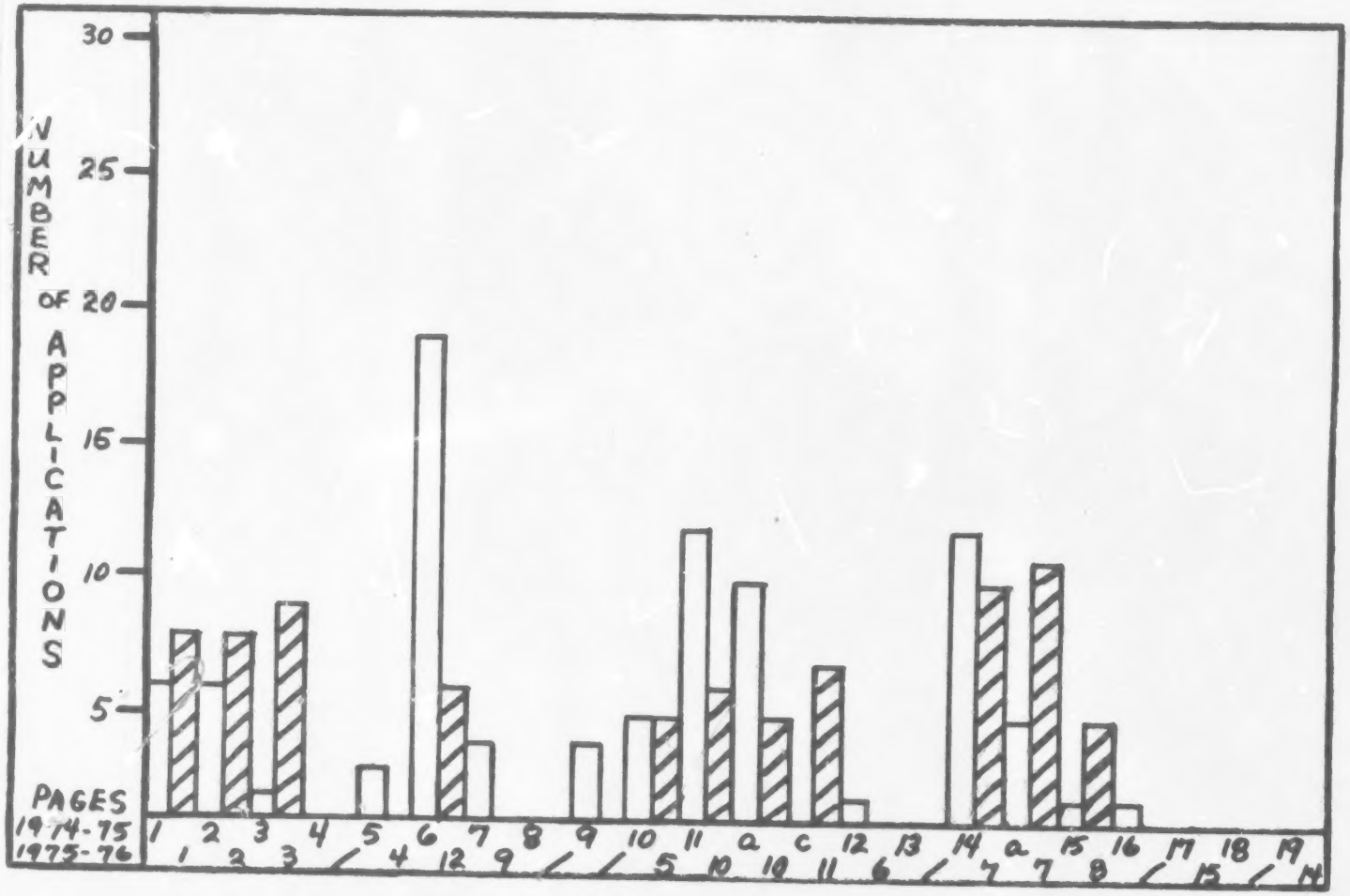


Figure 18

Conclusions

1. There was improvement in the accuracy and completeness of the applications submitted in 1975-76 as compared to 1974-75 as shown by the fact that there were 16 percent less total applications with errors in the sample in 1975-76 as compared to the 1974-75 applications.

2. There are 6 pages that warrant further study and revision of format, clarity of instructions or staff development for state and local district staff as shown by the fact that there were 6 pages with errors on 20 percent of the applications for 1975-76

3. No pages had errors on 40 percent or more of the applications for 1975-76

4. No pages had errors on 60 percent or more of the applications for 1975-76

Therefore, it is concluded that there was significant improvement in the accuracy and completeness of the applications submitted for 1975-76 as compared to the applications submitted for 1974-75.

EVALUATION

Implementation Evaluation

The criteria for evaluation of the implementation of each phase of the practicum were stated in the practicum proposal. The criteria are restated and a reference provided for the verification of each phase.

- First phase, evidence of a detailed analysis of the errors on each page of the 100 applications displayed in a chart or graph:
  - Worksheet - Appendix A
  - Graph of Analysis - Figure 8 and 9
- Second phase, evidence in form of memo or report of verbal input to the committee, or evidence of revisions in 1975-76 version of consolidated application:
  - Memo, Appendix C
  - Revision of 1975-76 consolidated application of process, page
  - Detailed description of process of page

- Third phase, list of specific dates of Regional Service Team II training sessions:

  - Appendix G

- Fourth phase, list of dates and locations of Regional Service Team II workshops for local district personnel in various locations throughout the twenty-one county region:

  - Appendix H

- Fifth phase, evidence of the reading and the number of requests for addenda and of the specific errors requiring the addenda for the 1975-76 applications, displayed in a chart or graph:

  - Worksheet, Appendix I
  - Graph, Figures 13 and 17

- Sixth phase, a comparison of the number and types of errors made on the 1974-75 and 1975-76 applications:

  - Graph, Figures 14, 15, and 18

Practicum Objective

Subsequent to the submission of the revised proposal, circumstances beyond the control of this writer have made it necessary to modify the measurement of the project objective. These circumstances have been described in the Introduction and the section on analysis of 1975-76 application errors. Since new staff members in a different

unit have been assigned to read and review the applications, it will not be possible for this writer to make an analysis of all 105 applications. In consultation with Dr. John Housden, Consultant in Evaluation and Dr. Gerald Rider, Consultant in Evaluation of the California State Department of Education, this writer designed a new strategy to analyze the consolidated application errors and to evaluate this project. It was determined that a sample of thirty applications selected randomly would provide a valid sample for the evaluation of this project. The thirty project applications selected for 1975-76 were from the same thirty projects as those selected for 1974-75. (Appendix A and I) This careful selection of applications from the same projects in the random sample, rather than a random sample of each years applications, was to assure validity and reduce the probability of error of the random sample. The objective should be rewritten to state:

> "The objective of this practicum is to provide training to ad hoc state staff members of one regional service team to enable them to disseminate information and to provide training to local school district

personnel for comprehensive program planning and accurate completion of the consolidated application, as measured by approval of 100 percent of the 30 (of 105) randomly selected projects submitted in the twenty-one county region with a 15 percent reduction in the number of addenda requested by May 10, 1975 as compared to the number of addenda requested prior to May 1974."

The report of the Comparison of Total 1974-75 and 1975-76 Application Errors, provided in detail in a previous section, (Figure 14 and 15) shows that there was a 16 percent reduction of errors on the 1975-76 applications as compared to the errors on the 1974-75 applications.

This comparison verifies the success of this project. This verifies that careful analysis of a problem, staff development designed to focus on the causes of the problem, and well planned implementation of all training sessions can provide effective training to enable ad hoc personnel to accomplish a specific task successfully.

SUMMARY

The staff development for program consolidation strategies conceptualized, planned and implemented in this project were successful in all phases.

The analyses of the applications and the staff development sessions were of value, but the most rewarding aspect of the implementation was the enthusiastic reception of the new mode of operation by the state and local district staff members.

FURTHER APPLICATION

The successful implementation of this project and the achievement of the objective of reducing the number of applications with errors requiring addenda requests establishes this as an effective model for further application. The strategy of careful analysis of the problems of completing the application, the design of staff development to focus on the causes of these problems, and careful thorough implementation of training sessions for state and district personnel is a strategy worthy of replication in the future.

BIBLIOGRAPHY

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1974-1975
WORKSHEETS - APPLICATION ERRORS

No.	1974-1975 DISTRICTS	ADDENDA REQUESTED YES	ADDENDA REQUESTED NO	SMALL DIST.	LARGE DIST.	COOPERATIVE	ADM. INFO P.1 SIGNATURES P.2	DISTRICT ADVISORY COMMITTEE MEMBERSHIP P.3	INVOLVEMENT P.4	COMPLAINT PROCEDURES P.4	NON-PUBLIC SCHOOL CERTIFICATION P.5
	PAGE →						P.1 & 2	P.3	P.4	P.4	P.5
1	CALAVERAS Co		✓			✓					
2	CALAVERAS Un.		✓	✓							
* 3	COLUSA		✓			✓					
4	EL DORADO Co.	✓				✓					
5	FRESNO Co.	✓				✓					
6	FRESNO Co. N-D		✓	✓							
7	CENTRAL Un. Hi	✓		✓							✓
8	CLOVIS	✓		✓							
9	COALINGA	✓		✓							
10	FIREBAUGH	✓		✓							
11	FRESNO Un.	✓			✓						
12	FRESNO COUNTY	✓		✓							✓
13	KERMAN-FLOYD	✓		✓							
14	KERMAN Un. Hi.	✓		✓							✓
15	KINGSBURG		✓	✓							
16	KINGS CANYON	✓		✓							
17	LATON	✓		✓							
18	McKINLEY-ROOSEVELT	✓		✓							
19	MENDOTA	✓		✓							
20	ORANGE CENTER	✓		✓							

1

* O = RANDOM SAMPLE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
P.6 FUNDING SOURCES P.6								✓		✓	✓	✓	✓			✓	✓		✓	✓
P.7 MILLER-UNRUH SCHOOL ASSIGN P.7											✓					✓				
P.7 SPECIAL RDG AIDES																				
P.7 FUNDING ALLOCATION																✓				
P.8 ESEA TITLE II P.8																				
P.9 ESEA TITLE II P.9																				
P.10 ESEA TITLE I STATISTICAL DATA																				
P.10 SCHOOL SELECTION DATA P.10(c)																				
P.10(c) DISTRIBUTION OF RESOURCES P.10(c)																				

2

	EARLY CHILDHOOD CONTINUING SCHOOL SELECTION P.11	RESOURCE CALCULATIONS P.11	PRESCHOOL DATA P.12	NON-PUBLIC SCH. DATA P.12	NEGLECTED & DELINQUENT SCH'S P.12	PRESCHOOL SUPPLEMENTAL DATA P.13	COMPUTATION OF PER-PUPIL EXP. P.14 EDY ELEM P.14 ECE-EDY P.14(c) SPECIFY LINE #S.	WAIVER
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5		✓					✓ #7 27 30	✓
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(7)								
8								
9	✓		✓					
10								
11								
12	✓						✓ 7 9 10 11 17	✓
(13)	✓						18 19 22 25 26 27 28 30	
(14)								
(15)								
16								
(17)	✓						✓	
18		✓					✓ 17	
19							✓ 7 17 27 30	✓
20	✓	✓	✓					

3

	P.15 SECONDARY P.15	P.16 DISTRICT LEVEL MANAGMT PLAN P.16	P.17 SPECIAL PROGRAM P.17 BUDGET	P.18 PROGRAM P.18 PERSONNEL	P.19 EDY- SECURITY CALCULATIONS P.19	P11(2) ECE EXPAN. SCH. SELECTION RES. CALCULATION	
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11						✓	
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19							
20						✓	

4

	DISTRICT	4	N	S	L	C	1	3	4	4	5
21	PARLIER	✓		✓							
22	SANGER	✓		✓				✓			
23	SELMA	✓		✓							
24	CHOWCHILLA EL	✓		✓							
25	CHOWCHILLA HI	✓		✓							
26	MADERA CO.	✓				✓					
27	MADERA UN	✓		✓							
28	MARIPOSA	✓				✓					
29	MERCED CO.	✓				✓					
30	*ATWATER	✓		✓							
31	DOS PALOS	✓		✓							
32	LIVINGSTON	✓		✓							
33	MERCED CITY	✓			✓						
34	MERCED HI	✓		✓			✓				
35	BENECIA	✓		✓							
36	SOLANO CO. N&D		✓	✓							
37	DIXON	✓				✓	✓				
38	FAIRFIELD-SUISUN	✓		✓							
39	TRAVIS		✓	✓							
40	VACAVILLE	✓		✓			✓				
41	VALLEJO	✓			✓						
42	STANISLAUS CO	✓				✓	✓				
43	CERES	✓		✓							
44	*HUGHSON EL	✓		✓			✓				
45	EMPIRE	✓		✓			✓				
46	HUGHSON HI	✓		✓							

5

	6	7	7	7	8	9	10	10	10c
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22	✓								
23	✓								
24	✓								
25	✓								
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27	✓	✓	✓				✓	✓	
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30							✓	✓	
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32							✓	✓	
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37	✓	✓				✓			
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42	✓								
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45	✓								
46	✓								

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22	✓	✓					✓ 7 9 10	27 30 ✓
23	✓	✓					✓ 7 9 10	
24	✓	✓					27 30	✓
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26	✓	✓						
27							✓ 11 12 14	
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29							✓	27 30 ✓
30	✓	✓					✓	27 30 ✓
31	✓	✓					✓ 7 9 10	27 30 ✓
32				✓	✓		✓ 7 9 10	
33	✓	✓	✓					
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35	✓	✓						
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37	✓						✓	
38	✓	✓	✓	✓	✓		✓	
39	✓							
40							✓ 7 8 10	17 27 ✓
41			✓				✓ 7 8 9 10	27 30 ✓
42							✓ 17 28 30	✓
43	✓	✓					✓ 7 8 9 10	27 29 30 ✓
44	✓	✓	✓				✓ 7 11	
45	✓	✓					✓ 7 8 9 10	27 30 ✓
46								

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21			✓				
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29			✓				
30		✓	✓				
31			✓				
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37	✓						
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46							

8

	DISTRICT	Y	N	S	L	C	1&2	3	4	4	5
47	MONO CO.	✓				✓					
48	NEVADA CO.	✓				✓	✓				
49	AUBURN UN.	✓		✓			✓				
50	EUREKA UN.	✓		✓			✓				
51	COLFAX	✓		✓							
52	PENRYN	✓		✓							
53	PLACER HILLS	✓		✓							
54	PLACER JT. HI	✓		✓			✓				
55	ROCKLIN	✓				✓					
56	ROSEVILLE	✓		✓							
57	ROSEVILLE HI		✓	✓							
58	TAHOE-TRUCKEE	✓		✓							
59	WESTERN PLACER	✓		✓			✓				
60	SACRAMENTO N.&D. CO.		✓	✓							
61	CENTER JOINT	✓		✓			✓				
62	DEL PASO HEIGHTS	✓			✓		✓				
63	ELK GROVE	✓		✓							
64	ELVERTA	✓		✓							
65	FOLSOM CORDOVA	✓		✓			✓				
66	GALT	✓		✓							
67	NORTH SACRAMENTO	✓		✓							
68	RIO LINDA	✓		✓							
69	RIVER DELTA	✓		✓			✓				
70	SACRAMENTO CITY	✓			✓		✓				
71	SAN JUAN	✓			✓						
72	SAN JOAQUIN CO.	✓				✓					
73	ESCALON	✓		✓			✓				
74	LINCOLN UNIF	✓		✓							
75	LODI	✓		✓			✓				
76	MANTECA	✓		✓			✓				

9

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47	✓								
48	✓				✓		✓	✓	
49	✓					✓			
50	✓				✓	✓			
51	✓	✓					✓		
52	✓								
53	✓								
54	✓								
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56	✓	✓					✓		
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58	✓					✓	✓		
59	✓				✓	✓	✓		
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61	✓	✓	✓	✓		✓	✓	✓	
62	✓	✓	✓	✓					
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64						✓			
65	✓	✓							
66	✓					✓	✓		
67	✓	✓							
68	✓	✓	✓	✓	✓		✓	✓	
69	✓								
70	✓				✓		✓	✓	
71	✓					✓			
72	✓					✓	✓	✓	
73	✓						✓		
74	✓								
75	✓	✓	✓	✓		✓			
76	✓	✓							

10

	11	11	12	12	12	13	14	14c
47	✓	✓					✓	
48		✓					✓	
49	✓	✓					✓	7 9 10 11 17 30 ✓
50							✓	11 15
51							✓	7 9 17 29 30 ✓
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61	✓	✓						
62	✓	✓					✓	30 ✓ 7 9 10 11 17 29 30 ✓
63							✓	7 9 10 29 30 ✓
64							✓	
65	✓	✓	✓					29 30 ✓
66							✓	
67			✓					
68							✓	7 9 10 11 17 29 30 ✓
69	✓	✓						29 30 ✓
70							✓	
71	✓	✓					✓	
72	✓	✓					✓	
73							✓	7 9 10 11 29 30 ✓
74	✓	✓						29 30 ✓
75	✓	✓					✓	
76								

11

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47						
48			✓			
49	✓					
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51	✓					
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54	✓					
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59		✓				
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70		✓		✓		
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75						
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12

	DISTRICT	Y	N	S	L	C	1 & 2	3	4	4	5
77	TRACY EL.	✓		✓							
78	TRACY HI	✓		✓							
79	STOCKTON	✓			✓						
80	GRANT HI		✓	✓							
81	ROBLA	✓		✓							
82	KEYES	✓		✓			✓				
83	MODESTO	✓				✓	✓				
84	NEWMAN-CROWS LANDING	✓		✓			✓				
85	OAKDALE	✓		✓			✓				
86	RIVERBANK	✓		✓			✓				
87	SYLVAN	✓		✓							
88	TURLOCK EL	✓				✓	✓				
89	*BROWNS	✓		✓							
90	SUTTER CO.	✓				✓					
91	LIVE OAK		✓	✓							
92	OAKDALE HI		✓	✓							
93	PLEASANT GROVE		✓	✓							
94	YUBA CITY		✓	✓							
95	WASHINGTON	✓		✓							
96	WINTERS	✓		✓							
97	TUOLUMNE CO	✓				✓					
98	PATTERSON		✓	✓							
99	*DAVIS	✓		✓							
100	WOODLAND	✓		✓							
101	MARYSVILLE	✓		✓							
102	WHEATLAND	✓		✓							
103	WHEATLAND HI	✓		✓			✓				
104	ESPARTO	✓		✓							
105	YUBA CO. NED		✓	✓							
	TOTALS	89	16	81	7	17	26	1	0		3
	RANDOM SAMPLE TOTALS	20	10				6	1	0		2

	6	7	7	7	8	9	10	10	10c
77	✓								
78						✓			
79	✓								
80									
81	✓								
82	✓								
83						✓			
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86	✓								
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100						✓			
101	✓								
102	✓								
103									
104									
105									
TOTALS	66	16			6	15	16		
RANDOM SAMPLE TOTALS	19	3			0	3	4		

14

	11	11a	12	12	12	13	14	14c
77							✓ 10 11 12	
78								
79	✓	✓					29 30	✓
80	✓	✓					✓ 7 9 10 11	
81								
82								
83	✓						✓ 7 8 9 10 11 14	
84							✓ 7 10	
85	✓	✓					✓ 6 7 11 29 30	✓
86							✓ 11 17 27	✓
87							✓ 7 8 30	✓
88	✓	✓					✓ 7 23 15	
89	✓	✓						
90							✓ 7 8 9 10 11	
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94			✓					
95			✓				✓ 7 10 11 12 14 15	
96	✓	✓						
97							✓ 7	
98								
99	✓	✓					✓ 7 12 14	
100	✓	✓					✓ 8 10 11 14	
101								
102							✓ 12 30	✓
103								
104	✓	✓					27 30	✓
105								
TOTALS	42	38	10			0	52	28
RANDOM SAMPLE TOTALS	12	10	1			0	12	4

15

	15	16	17	18	19	11c
77						
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105						
TOTALS	4	5	5	1	0	3
RANDOM SAMPLE TOTALS	1	1	0	0	0	0

16

APPENDIX B

Consolidated Application for Funds for Educational Programs

Fiscal Year 1974-75

County-District-School Code

Date this form was prepared _____ 19__

Is this a cooperative program? Yes ( ) No ( )

Submit three individually signed copies of this application. Agencies that are applying for ECE expansion funds must attach also two signed copies of a completed Special Purpose Amendment, Form A-127-1, and two signed copies of each expansion candidate school's Comprehensive School Program Plan, Form A-127S. Mail all copies to: Regional Service Teams, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.

See reverse side of this page for general instructions on completing this application form.

The applicant agency designated below hereby applies to the California State Department of Education for a grant of funds to provide activities and services for meeting educational needs as set forth in this application.

(If this is a cooperative program, complete the Cooperative Programs Agreement (pages 2 and 2 [continued] of this form), and include in the box on this page information only on the agency designated as administrative and fiscal agent.)

Legal name of local educational agency (LEA)	
Street address	
City	ZIP code
Name of authorized representative	
Title of authorized representative	Telephone number
Program director (if other than superintendent)	Telephone number
Congressional district(s)	

ASSURANCES

The applicant agency hereby assures the Superintendent of Public Instruction that:

1. The control of funds and title to property derived therefrom shall be in a public agency for the uses and purposes provided; a public agency will administer such property and funds and apply them only for the purposes for which they are granted.
2. The local educational agency (LEA) will make an annual report and such other reports to the State Department of Education in such form and containing such information as may be reasonably necessary to enable the State Department of Education to perform its duties. The LEA will keep such records and afford such access thereto as the State Department of Education may find necessary to assure the correctness and verification of such reports, including records of information relating to the educational achievement of students.
3. The Assurance of Compliance (Form HEW 441) or court order or desegregation plan applies to this application.
4. The expenditures under the funding sources checked below will not be used to supplant local district effort.
5. All planning products required by *Instructions for Comprehensive Program Planning* (Sacramento: California State Department of Education, 1974) have been completed and are on file at the district office or at each participating school as appropriate. School plans are recorded in the recommended format.
6. The plans for evaluation of the program are on file in the office of the LEA. They include the provisions outlined in Sections III, IV, and V of *A Handbook for the Evaluation of Multifunded Programs* (Sacramento: California State Department of Education, 1973).
7. Auditable records of each participating school program are maintained and are on file at the district office.

CERTIFICATION

I certify that state and federal regulations applicable to the use of these funds will be observed; that, to the best of my knowledge, the information contained in this application is correct and complete; that the local educational agency named below has authorized me, as its representative, to file this application; and that such action is recorded in the minutes of the agency governing board's meeting of _____ 19 ___ .

[Signed] _____
Authorized representative — Date

_____
Type or print name of authorized representative

Check (✓) in box indicating each funding source requested in this application:

Federal Categorical Aid:	✓
ESEA, Title I, Part A	
ESEA, Title I, Part A (Neglected)	
ESEA, Title I, Part A (Delinquent)	
ESEA, Title I, Part C	
ESEA, Title II, Phase 1	
Other	

State Categorical Aid:	✓
Miller-Unruh Reading Specialists	
Miller-Unruh Aides	
S.B. 90 (Educationally Disadvantaged Youth)	
Special Teacher Employment	
State Preschool	

State General Aid (Competitive):	✓
Early Childhood Education	
(a) Continuation funding	
(b) Expansion funding[a]	

[a]To be applied for as an amendment to application on Form A-127 by May 1, 1974; use Form A-127-1.

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General Instructions

Use of Application Form

This application (Form A-127) shall be used by every school district in applying simultaneously for funds from the following funding sources:*

Elementary and Secondary Education Act, Title I
Elementary and Secondary Education Act, Title II, Phase 1
Miller-Unruh Basic Reading Act
Educationally Disadvantaged Youth Programs (Senate Bill 90)
Special Teacher Employment Program
State Preschool Programs
Early Childhood Education Programs

Form A-127 has been redesigned to be consistent with the program planning requirements as defined in *Instructions for Comprehensive Program Planning* (Sacramento: California State Department of Education, 1974). Other Department publications which provide administrative direction in the operation of these special programs are:

Addendum to the Instructions for Comprehensive Program Planning, 1974
Awarding Early Childhood Education Expansion Funds, 1973
California School Accounting Manual, 1973
A Handbook for the Evaluation of Multifunded Educational Programs, 1973
Management Information and Requirements for Programs Funded Through the Consolidated Application, 1974
Proposed Regulations for Consolidated Categorical Aid Programs in California Schools, 1973

Commingling of Funds

This application form and accompanying instructions in no way authorize the commingling of funds or the consolidation of program accounts. A coordinated program may draw from several of the categorical aid funds received through the A-127 consolidated application form, but funds must be accounted for separately.

Preparation of the Form

At the top of each application page, enter the date and the identifying code number (CDS code) of the applicant agency. For cooperative funded programs, the CDS code for the agency designated as administrative and fiscal agent should be used. To find the correct two-digit county code numbers, five-digit school district code numbers, and seven-digit school code numbers to be used in this application, consult the latest edition of the *California Public School Directory* or *California Private School Directory* (Sacramento: California State Department of Education, 1973 or 1974). Where requested, districts which are participating in a cooperative application should also be identified by name.

Submit three copies of the completed application, each bearing an original authorization signature on page 1. Applications are due in the Department of Education before *May 1, 1974*. This will allow the Department to process applications for State Board of Education action at its June meeting.

Specific instructions for each page of the form are contained on the back of that page.

Persons requiring additional information to prepare Form A-127 may obtain assistance by telephoning the Regional Service Teams, State Department of Education, as follows:

Regional Service Teams 1 and 6	(916) 322-4120
Regional Service Teams 2 and 4	(916) 322-3483
Regional Service Teams 3 and 5	(916) 322-4040

Instructions for Page 1

Consolidated Application for Funds for Educational Programs

Enter the appropriate date in the certification statement.

Enter information requested in the box on the left side of the page. In the section marked "Congressional district(s)," enter the identifying number(s) of all United States congressional districts included within the geographic boundaries of the districts or schools covered in the program application. (The State Department of Education is frequently requested by the Legislature to provide information on the relative proportion of funds expended in each congressional district. School districts may also be asked to supply such information.)

Check the funding sources to which this application is directed.

*See the back of page 19 for an annotated list of the funding sources.

Instructions for Page 2

Certification for Participation in Cooperative Funded Programs

Required for cooperative applicants only

Item 1: This certification statement is to be validated in item 2 by the authorized representative of the administrative and fiscal agency for the cooperative program and by each participating agency.

Item 2:

(a) Complete as indicated for the administrative and fiscal agency.

(b) Complete as indicated for each participating agency; include the date of the meeting at which the representative was authorized to file the application (see certification statement, item 1).

(If additional space is needed, duplicate this page and renumber the added pages 2.1, 2.2, and so forth.)

Column A: Indicate the number of children residing in each agency's attendance area who are to participate in programs funded through the consolidated application. Enter at the bottom of the column the total number of participating children.

Column B: Indicate the total amount of special program funds each participating agency expects to receive for the fiscal year. Enter at the bottom of the column the total amount of special program funds the cooperative program will receive.

Name of administrative agency

County-District-School Code

Date this form was prepared _____ 197__

Certification for Participation in Cooperative Funded Programs

Fiscal Year 1974-75

1. Certification of participating agencies

Each of the undersigned representatives of agencies as shown in items 2(a) and 2(b) affirms that, to the best of his knowledge, the information contained in this application is correct and complete; that the local agency or other agency which he represents has authorized him to file this application; and that such authorizing action is recorded in the minutes of a meeting held by each agency on the date shown. The participating or intermediate educational agency named in item 2(a) has been designated as the administrative and fiscal agent for this program and is authorized to receive and expend, for the conduct of this program, funds in amounts not to exceed those shown in column (B) of this certification. All participating agencies have entered into an agreement concerning the final disposition of equipment, facilities, and materials purchased for this program from consolidated funds.

2. Members of cooperative

(a) Certification by agency designated as administrative and fiscal agency for this program:

				Number of children in district that participate in program (A)	Amount of program funds to be received by the district (B)
Legal name of agency	Name and title of authorized representative		Telephone number	(*)	(*) $
	Signature of authorized representative	Date signed	Date of meeting		
Street address	Name and title of director of program		Telephone number		
City ZIP code County	Street address of director of program	City	ZIP code		

(b) Certification by participating agencies:

Legal name of agency	Signature of authorized representative	Date signed	Date of meeting		
Street address	Type or print name and title of authorized representative		Telephone number		
City ZIP code County	Street address	City	ZIP code		
Legal name of agency	Signature of authorized representative	Date signed	Date of meeting		
Street address	Type or print name and title of authorized representative		Telephone number		
City ZIP code County	Street address	City	ZIP code		

*Leave blank if administrative agency is the office of the county superintendent of schools.

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Certification for Participation in Cooperative Funded Programs (continued)

2. Members of the cooperative (continued)

(b) Certification by participating agencies:

				Number of children in district that participate in program (A)	Amount of program funds to be received by the district (B)
Legal name of agency	Signature of authorized representative	Date signed	Date of meeting		$
Street address	Type or print name and title of authorized representative		Telephone number		
City ZIP code County	Street address	City	ZIP code		
Legal name of agency	Signature of authorized representative	Date signed	Date of meeting		
Street address	Type or print name and title of authorized representative		Telephone number		
City ZIP code County	Street address	City	ZIP code		
Legal name of agency	Signature of authorized representative	Date signed	Date of meeting		
Street address	Type or print name and title of authorized representative		Telephone number		
City ZIP code County	Street address	City	ZIP code		
Legal name of agency	Signature of authorized representative	Date signed	Date of meeting		
Street address	Type or print name and title of authorized representative		Telephone number		
City ZIP code County	Street address	City	ZIP code		
Legal name of agency	Signature of authorized representative	Date signed	Date of meeting		
Street address	Type or print name and title of authorized representative		Telephone number		
City ZIP code County	Street address	City	ZIP code		
			Total		$

Name of district or agency

District Advisory Committee Membership and Assurances

Fiscal Year 1974-75

County-District-School Code

Date this form was prepared _____ 197__

1. Advisory Committee membership

List names of members (A)	Indicate representation (Parent, name of organization, community, nonpublic school, school district, or other) (B)	Check (✓) where applicable: Parent of participating student (C)	Employed by applicant district (D)	School Advisory Committee member (E)
Chairperson:				

2. Assurances

	Yes	No
District Advisory Committee participation in the districtwide needs assessment on a school-by-school basis and in the establishment of district program goals and objectives is described on page 4. Committee participation in the establishment of a time line for development of a districtwide Early Childhood Master Plan with a school-by-school phase-in plan is included as applicable.	☐	☐
Each member of the District Advisory Committee has been provided pertinent documents relative to state and federal regulations and planning requirements associated with funding sources checked on page 1.	☐	☐
The procedures that the local educational agency has instituted to ensure prompt response to complaints and suggestions from parents and members of advisory committees and other groups are described on page 4.	☐	☐

The schedule of meeting dates for fiscal year 1973-74 is as follows:

The total amount budgeted for the expenses of the District Advisory Committee is: $_____

Certification of the chairperson of the District Advisory Committee: This committee has met regularly during the school year and has participated in the comprehensive planning process for all programs funded (in whole or in part) through the Consolidated Application. The committee affirms that the categorically aided programs are directed toward meeting identified student needs. In particular, the committee affirms that funds provided for educationally disadvantaged youth will be used directly toward meeting their needs. Affirmation of the committee action is recorded in the minutes of its meeting (on file in the district office) which was held on _____ 197__.

[Signed] _____ Date signed _____

Chairperson, District Advisory Committee

_____ Telephone ( )

Address of chairperson (Number, street, city, ZIP code)

Name of district or agency

County-District-School Code

Date this form was prepared _____ 197__

District Advisory Committee Involvement

Fiscal Year 1974-75

1. Describe how the District Advisory Committee participated in the comprehensive planning process for programs funded (in whole or in part) through the Consolidated Application.

2. Describe the procedures that the local educational agency has used to ensure prompt response to complaints and suggestions from parents and members of advisory committees and other groups.

Instructions for Page 5

Certification of Participation of Children in Nonpublic Schools

Required of all applicants requesting ESEA, Title I, funds. Complete a separate page for each district in a cooperative program.

Items 1–3: Complete as indicated on a districtwide basis.

Items 4–9: These statements pertain to individual nonpublic schools or nonpublic school systems and are to be affirmed by the school district and a representative of each nonpublic school/school system in which compensatory education activities take place. Reproduce a separate page for each nonpublic school/school system within the district and renumber the duplicated pages 5.1, 5.2, and so forth.

Item 10: This certification is to be validated by authorized representatives of the nonpublic school/school system and the school district.

Name of district or agency

County-District-School Code

Date this form was prepared _____ 197__

Name of cooperative member district

Certification of Participation of Children in Nonpublic Schools

Fiscal Year 1974-75

A. *To be affirmed by the district:*

1. If no nonpublic schools are located in the district, complete line 10.2 below and check (✓) here: ☐

2. The following nonpublic schools have assured the school district that they choose *not* to participate in this program:

3. A nonpublic school representative is a member of the District Advisory Committee. Yes ( ) No ( )

B. *To be affirmed by the nonpublic school/school system and the district:* _____
Name of school/school system

4. The nonpublic school representative was consulted by public school officials during the planning of the compensatory education program.

5. A nonpublic school Advisory Committee exists in this school (or each school within this system).

6. The student enrollment of this nonpublic school/school system is correct as shown in this application.

7. An Assurance of Compliance (HEW Form 441) has been filed with the district for this school/school system.

8. A complete and accurate description of services to be provided to children in this school/school system has been filed in the district office.

9. Program participants have been identified by name, and a list of these names is maintained by the nonpublic school official.

10. Certification

The undersigned certify that this program application complies with state and federal regulations regarding participation in the program by eligible children who attend nonpublic schools.

10.1 [Signed] _____
Authorized nonpublic school representative

_____
Title

Date signed _____

10.2 [Signed] _____
Authorized public school representative

_____
Title

Date signed _____

Instructions for Page 6

Consolidated Application Funding Sources

Required of all applicants. For a cooperative program, enter composite data for the entire program on this page.

Column A: The funding sources included in the consolidated application are listed.

Column B: Applicable ending dates are printed on the form. Authorization to expend all state funds ends as of June 30 each year, with the exception of Early Childhood Education (Chapter 1147, Statutes of 1972) funds, which have carry-over provisions.

Authorization to expend all federal funds ends as of August 31 each year, with the exception of ESEA, Title II, funds, which have carry-over provisions to end on June 30 of the following fiscal year, and ESEA, Title I, Part C, funds, which end June 30 of the following year as a carry-over from the previous fiscal year.

Column C: Enter the amount the district expects to receive from each funding source, with the total at the bottom of the column.

Line 11:

(a) ECE continuation funding will be computed on the basis of December, 1973, a.d.a.

(b) Expansion funds must be applied for separately on a competitive basis (Form A-127-1).

Column D: (For Department use only) Note that authorization to expend all state and federal funds commences as of the date of State Board of Education approval.

Name of district or agency

County-District-School Code

Date this form was prepared _____ 197__

Consolidated Application Funding Sources

Fiscal Year 1974-75

Funding source (A)	Date of termination of program operations (B)	Amount of funds requested (C)	(For Department of Education use only) Amount approved by State Board (D)	Date of Board action (E)
1. ESEA, Title I, Part A	8-31-75	$	$	
2. ESEA, Title I, Part A (neglected)	8-31-75			
3. ESEA, Title I, Part A (delinquent)	8-31-75			
4. ESEA, Title I, Part C	6-30-75			
5. ESEA, Title II, Phase 1	6-30-75			
6. Miller-Unruh specialist teachers	6-30-75			
7. Miller-Unruh aides	6-30-75			
8. S.B. 90, Educationally Disadvantaged Youths	6-30-75			
9. Special Teacher Employment	6-30-75			
10. State Preschool	6-30-75			
11. Early Childhood Education:				
(a) Continuation funding	6-30-75			
(b) Expansion funding	6-30-75			
12. Other				
13. Totals		$	$	

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Instructions for Page 7

Allowances for Specialist Teachers and Aides in Reading (Miller-Unruh)

Required of all applicants receiving Miller-Unruh funds. For a cooperative program complete a separate page for each participating district, listing individual schools. All data on this page must be presented on an individual school basis, not on a districtwide basis. However, it should be noted that no district may have more Miller-Unruh specialist teachers in 1974-75 than it had in 1973-74.

Column A: Allowances for specialist teachers in reading may not be shifted to other schools as a result of savings created by Early Childhood Education funding. If a teacher is being moved from one non-ECE school to another because of greater educational need, provide all information for both schools, showing zero in columns L and N for the school that will not have a teacher in 1974-75.

Columns B–D: Complete as indicated.

Column E: Divide the number of pupils in grades one through three who are from homes where English is not the primary language by the figure in column D to obtain the percent of bilingual pupils.

In columns F–H, increase all fractions to the next whole number. (Fraction need not be .5 or greater.)

Column F: To determine each school's basic specialist teacher quota, divide a.d.a. for grades one through three by 125 (Education Code Section 5781).

Column G: Complete as indicated, using data obtained from the most recently administered state reading tests.

Column H: If the figure in column G (percent of grade one pupils whose scores fall below the first quartile) is 30 percent or greater, the basic quota for specialist teachers should be increased by one specialist teacher for each 300 units of a.d.a. and fractional part thereof in grades one, two, and three (Education Code Section 5782). If this qualification is met, complete column H as indicated.

Column I: Complete as indicated to determine each school's quota for specialist teachers.

Column J: Each school maintaining grades one, two, and three may employ specialist teachers not to exceed 110 percent of the basic quota shown in column F (Education Code Section 5783). Complete as indicated to determine the maximum allowable number of specialist teachers.

Column K: If the school is requesting approval to participate in the Specialist Teacher in Reading Program on a reduced basis (see Education Code Section 5771.1), complete this column as indicated to verify the employment of at least 30 percent of the basic quota (column F).

Column L: Enter the actual number of full-time specialist teachers to be employed.

Column M: The district may request funds for specialist teacher reading aides if (1) the percent of grade one pupils whose scores fall below the first quartile (column G) is 30 percent or more; *and* (2) the percent of pupils from homes in which English is not the primary language (column E) is 15 percent or more. If these qualifications are met, multiply the number of specialist teachers employed by $700 and enter that amount in column M.

Column N: Complete as indicated. This figure must be the actual or estimated total salary of specialist teachers shown in column K, including both Miller-Unruh and district contributions.

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Consolidated Application for Funds for Educational Programs

Name of district or agency

County-District-School Code

Date this form was prepared _____ 197__

Name of cooperative member district

Allowances for Specialist Teachers and Aides in Reading (Miller-Unruh)

Fiscal Year 1974-75

Name of school	Prior year (check one)		December, 1973, first period a.d.a. grades 1–3	Percent a.d.a. (Col. D) bilingual	Specialist teacher quota					30 percent of Col. F	Number of full-time specialist teachers to be employed	Amount requested for Miller-Unruh aides	Total salaries (actual or estimated) of specialist teachers in Col. L
	Basic Aid	Basic Aid plus Equalization Aid			Basic quota (Col. D divided by 125)	Percent first grade below first quartile	Col. D divided by 300 (if Col. G is 30 percent or over)	Total quota of teachers (Col. F plus Col. H)	Maximum number (Col. I times 1.1)				
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)
1.												$	$
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
										Totals		$	$

Instructions for Page 8

Unique Requirements for ESEA, Title II, Phase 1, Programs

Required of all applicants who have received or are requesting ESEA, Title II, Phase 1, funds. Complete a separate page for each district participating in a cooperative program.

Item 1: Complete as indicated.

Item 2: To qualify for Title II funds for school library media resources, a district must verify local maintenance of effort by budgeting for the current year an amount equal to or greater than the lesser of the amounts expended in either of the two previous fiscal years. *Do not include any federal funds in these amounts.*

Item 3: Enter in columns A, B, and C all materials that are on hand and those that are or will be cataloged and processed, regardless of the source of the funds used to purchase the materials (for example, local funds; NDEA; ESEA, Title I; ESEA, Title II; and so forth). If materials purchased from ESEA, Title II, funds have been received or will be received on permanent loan from a county school library, they should be included in the inventory.

School Districts. Do not include (1) materials received on loan from a county school library through regular contractual service; or (2) ESEA, Title II, materials on hand or on order from the preceding year that have been or will be placed in nonpublic school libraries or materials centers for recirculation to children and teachers in nonpublic schools.

County School Libraries. Do not include (1) materials that are purchased with ESEA, Title II, funds through a cooperative project; or (2) materials that are or will be placed in a public school or permanent loan.

Enter totals for all items in column D.

Item 4: Complete as indicated.

Name of district or agency

County-District-School Code

Date this form was prepared _____ 197___

Name of cooperative member district

Unique Requirements for ESEA, Title II, Phase 1, Programs

Fiscal Year 1974-75

1. Does the applying agency contract for school library services? Yes ( ) No ( ) Audiovisual services? Yes ( ) No ( )

2. ESEA, Title II, Phase 1, budget for eligible categories of materials NOTE: Class numbers change for 1974-75.	Funds expended (1972-73) (A)	Funds expended (1973-74) (B)	Funds budgeted (1974-75) (C)
2.1 Books (classes 240 and 1266 become classes 4200 and 6310)	$	$	$
2.2 Periodicals and newspapers (class 291 becomes class 4410)			
2.3 Audiovisual materials (class 291 becomes class 4410)			
2.4 Motion pictures (class 1269 becomes class 6410)			
2.5 Contract services, audiovisual (class 292 becomes class 5100)			
2.6 Contract services, library (class 292 becomes class 5100)			
2.7 Totals			

2.8 If the total amount budgeted for the current fiscal year is less than the amount expended in either of the two previous fiscal years, explain:

3. Current inventory of materials	Number in elementary schools (A)	Number in high schools (B)	Number in district library (C)	Total (Cols. A, B, C) (D)
3.1 Library books for students				
3.2 Professional library books				
3.3 Motion pictures (16mm)				
3.4 Motion pictures (8mm)				
3.5 Filmstrips				
3.6 Recordings (tape and disc)				

4. Anticipated additions to school library program	Elementary (A)	High school (B)
4.1 Number of new school librarian positions to be established		
4.2 Number of existing school libraries to be improved		

Instructions for Page 9

Request for School Library Resources Under ESEA, Title II, Phase 1

Required of all districts having received or requesting ESEA, Title II, Phase 1, library resources. Complete a separate page for each district participating in a cooperative program.

Complete as indicated. Enter all requests for library resources to be purchased with ESEA, Title II, Phase 1, funds. The total request entered on line 6 will be the same as the amount entered on page 6, line 5, column C.

Final funding approval for ESEA, Title II, Phase 1, will occur after updated information is submitted on forms that will be sent with notification of the district's entitlement. Use the 1973-74 entitlement for planning purposes and do not attempt to collect information for nonpublic school participants until after the 1974-75 entitlement is received.

Name of district or agency

County-District-School Code

Date this form was prepared _____ 197___

Name of cooperative member district

Request for School Library Resources Under ESEA, Title II, Phase 1

Fiscal Year 1974-75

Types of materials (A)	Estimated needs for public schools				Estimated needs for nonpublic schools				Total estimated needs	
	Elementary		High school		Elementary		High school			
	Number of items (B)	Cost (C)	Number of items (D)	Cost (E)	Number of items (F)	Cost (G)	Number of items (H)	Cost (I)	Number of items (J)	Cost (K)
1. Printed and published materials:										
Books (volumes)		$		$		$		$		$
Periodicals[a]										
Microfilms; microfiche										
Pamphlets										
Total printed materials										
2. Audiovisual materials:										
16mm motion pictures										
8mm motion pictures										
Filmstrips[b]										
Tape and disc recordings[c]										
Slides and transparencies (individual)										
Maps, globes, and charts										
Study prints, art prints, and media kits										
Total audiovisual materials										
3. Total materials		$		$		$		$		$
4. California sales tax										
5. Estimated amount for ordering, processing, cataloging, and delivering (not to exceed $1.50 times the number of items shown in column J)										
6. Total amount requested (totals, column K, lines 3, 4, and 5; not to exceed total entitlement). Transfer total to Page 6, line 5, column C.										$

[a] List periodicals by number of subscriptions.

[b] Include sound filmstrips.

[c] Do not include under this category recordings that accompany other audiovisual materials as a package.

Instructions for Pages 10 and 10 (continued)

ESEA, Title I, Program Area Data and Funding Allocations

Required of all applicants requesting ESEA, Title I, funds. Complete a separate page for each district participating in a cooperative program.

Part I (page 10)

Items 1–5: Complete as indicated.

Part II (page 10 [continued])

List all participating schools, using a separate page(s) for each of the categories applicable to the district and renumbering the pages as follows:

Elementary schools (K-6)	10.1 (continued)
Intermediate schools, middle schools, and junior high schools	10.2 (continued)
Senior high schools	10.3 (continued)
Programs in schools for neglected or delinquent students	10.4 (continued)
Nonpublic schools serving children in program area	10.5 (continued)

Use capital letters to identify the columns for listing schools (A, B, C, and so forth) within each category, continuing the listing on a second page if there are more than five schools within any single category.

Item 1: List first (column A) the school in the applicable category which has the highest concentration of children from low-income families, based on number or percent (or combination of both number and percent); list second (column B) the school with the next highest concentration; and so forth.

Items 2–4: Complete as indicated, but item 2 may be omitted for nonpublic schools.

Item 5: Complete for nonpublic schools only.

Items 6–7: Complete as indicated.

Name of district or agency

County-District-School Code

Date this form was prepared _____ 197__

Name of cooperative member district

ESEA, Title I, Program Area Data and Funding Allocations

Fiscal Year 1974-75

Part I—District Information

1. Total number of schools in district (all levels) ..... _____
   Check type of district: Unified ( ) Elementary ( ) High school ( )

2. District school-age population:
   - 2.1 Number in public schools ..... _____
   - 2.2 Number in nonpublic schools ..... _____
   - 2.3 Number not enrolled ..... _____
   - 2.4 Total ..... _____

3. Total unduplicated count of children from low-income families:
   - 3.1 U.S. Census Bureau data ..... _____
   - 3.2 Aid for Dependent Children data ..... _____
   - 3.3 Secondary source[a] ..... _____
   - 3.4 Total ..... _____

4. Concentration of children from low-income families:
   - 4.1 District percent (Item 3.4 divided by Item 2.4) ..... _____
   - 4.2 Average number of children per school attendance area (Item 3.4 divided by Item 1) ..... _____

5. Average district expenditure per pupil from nonfederal funds:
   - 5.1 Program fiscal year 1974-75 (estimated) ..... $_____
   - 5.2 Program fiscal year 1973-74 ..... $_____
   - 5.3 Program fiscal year 1972-73 ..... $_____

[a]If a secondary source is used, a detailed description of these data as well as their correlation with Item 3.2 must be made available upon request by the Department of Education.

ESEA, Title I, Program Area Data and Funding Allocations (continued)

Part II—School Information	Use capital letters to identify columns (A, B, C, etc.)				
1. School name ..... School code					
2. School enrollment					
3. Grade levels of school					
4. Grade levels in Title I program					
5. Nonpublic schools only: 5.1 Number of children from Title I program areas attending the school					
5.2 Number of children eligible for Title I services attending the school					
6. Children living in the school attendance area: 6.1 Total number					
6.2 Number from low-income families					
6.3 Percent from low-income families (6.2 divided by 6.1)					
7. ESEA, Title I, funding: 7.1 Part A, 1974-75	$	$	$	$	$
7.2 Part A, neglected; delinquent					
7.3 Part A, carry-over					
7.4 Part C, carry-over					
7.5 Centralized services					
7.6 Total (7.1 + 7.2 + 7.3 + 7.4 + 7.5)					

Instructions for Page 11

Schools Continuing in the Early Childhood Education Program

Required of all applicants with continuing Early Childhood Education (ECE) programs. Complete a separate page for each district participating in a cooperative program.

Column A: List all continuing ECE schools.

Column B: Enter the seven-digit CDS code number for each continuing school.

Column C: Enter the average daily attendance (a.d.a.) of participating grades for each school, as reported in the December, 1973, a.d.a. report.

Column D: Complete as indicated to determine the basic allowance of ECE funds.

Column E: Give the number of pupils in participating grades who scored below the first quartile on the most recent state reading achievement test.

Column F: In determining the educationally disadvantaged youth allowance, a district may not include more than 25 percent of its total a.d.a. for participating grades. If the educationally disadvantaged youth a.d.a. reported in column E is greater than 25 percent of column C, the total additional educationally disadvantaged youth funds will be limited to $65 × 25 percent of the total a.d.a. for participating grades (column C). If the educationally disadvantaged youth a.d.a. to receive extra funds exceeds 25 percent of the a.d.a. for participating grades at some schools, that reported for other schools must necessarily be reduced so that the district's total educationally disadvantaged youth a.d.a. to receive extra funds will not exceed 25 percent of its total a.d.a. for participating grades. Specifically, the number of such pupils reported in column F should be the same as that of eligible pupils reported in column E for the schools of greatest educational need. This number for schools with lower numbers of eligible students (column F) will be lower and possibly zero.

Column G: To determine the educationally disadvantaged youth allowance, multiply the educationally disadvantaged youth a.d.a. (column F) by $65. The total must not exceed 12½ percent of the total ECE allowance (column D).

Column H: For fully funded ECE programs, kindergarten through grade three (K-3), enter in this column the total Miller-Unruh specialist teacher funds allocated to the school in 1973-74. For ECE programs with less than full participation (1) divide the a.d.a. for participating grades by the total K-3 a.d.a.; (2) multiply the resulting percent by the total 1973-74 Miller-Unruh allocation; and (3) enter the product in this column.

If no Miller-Unruh funds are being requested for the school in 1974-75, enter zero in this column.

Column I: Complete, as indicated, to subtract Miller-Unruh funds from the total allowance.

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Form A-127 (Page 11) (Rev. 2-74)

Name of district or agency

County-District-School Code

Date this form was prepared _____ 197__

Name of cooperative member district

Schools Continuing in the Early Childhood Education Program

Fiscal Year 1974-75

1. Check (✓) one: ☐ 1.1 District is operating K-3 Early Childhood Education programs.
   ☐ 1.2 District is operating a single school Early Childhood Education program of less than full (K-3) participation.
   Enter the participating grade levels: _____

2. Participating schools

School name (A)	School Code (B)	A.d.a. of partici-pating grades (C)	Col. C multiplied by $130 (D)	A.d.a., educationally disadvantaged youth (E)	A.d.a., educationally disadvantaged youth to receive extra funds (F)	Col. F multiplied by $65 (G)	1973-74 Miller-Unruh specialist teacher funds (H)	Col. D plus Col. G minus Col. H (I)
			$			$	$	$
Totals			$			$	$	$

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Instructions for Page 12

Preschools, Nonpublic Schools, Schools for Neglected or Delinquent Students

Required of all applicants requesting funds to operate these programs. Complete a separate sheet for each district participating in a cooperative program.

Column A: List all schools included in this application in the appropriate category. For a preschool, use the name of the elementary school attendance area in which it is located.

Columns B–C: Complete as indicated.

Column D: Complete as indicated. For schools for neglected or delinquent students, give average monthly enrollment. (See *Addendum to Instructions for Comprehensive Program Planning* for more detailed information on programs in institutional settings.)

Column E: For each school listed, enter the actual number of participants to be served. This will usually include all students (preschool through grade twelve) achieving below the second quartile and/or all students who exhibit a serious deficiency in their level of verbal functioning. However, funds may be insufficient to serve all eligible children.

Columns F–H: Complete as indicated. Enter only the amount of the categorical funds allocated to each school.

Columns I–J: Complete as indicated.

Name of district or agency

County-District-School Code

Date this form was prepared _____ 197___

Name of cooperative member district

Preschools, Nonpublic Schools, Schools for Neglected or Delinquent Students

Fiscal Year 1974-75

Name of school or agency (A)	Grade levels in school (B)	Grade levels served (C)	Projected enrollment Sept., 1974 (D)	Number of program partici-pants (E)	Amount of allocation			Total categorical aid budget (Cols. F + G + H) (I)	Per-pupil expenditure (Col. I divided by Col. E) (J)
					ESEA Title I (F)	EDY S.B. 90 (G)	State preschool (H)		
1. Preschools					$	$	$	$	$
2. Nonpublic schools									
3. Schools for delinquent children									
4. Schools for neglected children									

Instructions for Page 13

Supplementary Preschool Data

Required of all applicants whose programs include a preschool. Complete a separate page for each district participating in a cooperative program.

Lines 1–11: Complete as indicated.

Line 12: Complete as indicated. For minimum standards refer to *Guidelines for Compensatory Preschool Educational Programs* (Sacramento: California State Department of Education, 1972).

Name of district or agency _____

County-District-School Code

Date this form was prepared _____ 197__

Supplementary Preschool Data

Fiscal Year 1974-75

If this is a cooperative application, complete a separate sheet for each cooperative member and enter its name here: _____

1. Preschool funding source. Check applicable source(s):
   1.1 S.B. 90 ( )
   1.2 ESEA, Title I ( )
   1.3 State Preschool Fund ( )

2. Operating dates for classes _____ to _____
   2.1 Total class days _____

3. Number of classes _____
   3.1 Number of children per class _____

4. Teacher/pupil ratio _____
   4.1 Adult/child ratio _____

5. Number of separate locations in program _____

6. Number of locations used for one daily session _____
   6.1 Hours per session _____

7. Number of locations used for two daily sessions
   7.1 Hours per session _____

8. Number of preschool centers located in each of the following:
   8.1 Public school classroom _____
   8.2 Church–rented facility _____
   8.3 Church–donated facility _____
   8.4 Lease/purchase classroom _____
   8.5 Other rented facility _____
   8.6 Other donated facility _____

9. Check applicable food services to be provided for nutrition:
   9.1 Breakfast ( )
   9.2 Snack ( )
   9.3 Lunch ( )

10. Check other district-operated, tax-supported activities that serve preschool children:
    10.1 Children's center ( )
    10.2 Parent participation preschool ( )
    10.3 Developmental centers for handicapped children ( )
    10.4 Other ( )

11. Has local fire clearance been obtained for all facilities not located on school premises?
    Yes ( ) No ( )*

12. Have minimum standards for facilities, indoor and outdoor, been met? (Refer to *Guidelines for Compensatory Preschool Educational Programs.*) Yes ( ) No ( )*

*If answer to Item 11 or Item 12 is no, explain here.

Instructions for Page 14

Computation of Per-Pupil Expenditures for Educationally Disadvantaged Pupils, Elementary Schools

Complete a separate form for each district participating in a cooperative program. If space is needed for more than five schools, duplicate this form and renumber the additional pages 14.1, 14.2, and so forth.

If the school is not participating in the ECE program, a zero should be entered on lines 7, 8, 9, and 18–27 as these lines are inapplicable.

Lines 1–3: Schools should be placed in rank order for the purpose of this page. Using either number or percent (or combination of both) of estimated educationally disadvantaged youth enrollment for 1974-75 as reported on line 6, list in column A the school with the greatest concentration of educationally disadvantaged youth, assigning it rank order number 1 on line 3. The school with the next greatest concentration of educationally disadvantaged youth will be listed in column B with the rank order of 2, the school with the third greatest concentration in column C with the rank order of 3, and so forth. (See *Instructions for Comprehensive Program Planning*, Section 1.5.)

Line 4: This is the ranking of district elementary schools based on the concentration of children from low-income families as recorded on page 10. Assign number 1 to the listed school which has the greatest concentration of pupils from low-income families, assign number 2 to the school which has the next greatest concentration, and so forth. This ranking may differ from that in line 3.

Line 5: Enter the school's estimated 1974-75 enrollment.

Line 6: Enter the school's estimated 1974-75 enrollment of pupils with "greatest educational need" who are to receive services from ESEA, Title I, or S.B. 90 Educationally Disadvantaged Youth (EDY) funds. Although all pupils scoring below the second quartile on standardized reading achievement tests or having serious deficiencies in verbal functioning are *eligible* for services, record here the number that are expected to *receive* additional services from categorical funding.

Line 7: If the school is an Early Childhood Education (ECE) school, enter the a.d.a. (as of the December, 1973, report) of pupils in the ECE program who are also to receive services under ESEA, Title I, or S.B. 90 EDY. This figure appears in column E, page 11.

Line 8: Multiply the figure on line 7 by $130 to determine regular ECE funds going to educationally disadvantaged youth pupils.

Line 9: Enter the amount of extra ECE funds for educationally disadvantaged youth available to the school. This amount is recorded in column G, page 11.

Line 10: Enter the amount of S.B. 90 EDY funds allocated to the school by the district. Allocations are to be determined according to the number and/or percent of pupils scoring in the lowest quartile in a test of basic skills, although all pupils in a school scoring below the second quartile normally will receive services. (For further information, see *Instructions for Comprehensive Program Planning*, Section 1.5.)

Line 11: Enter the amount of ESEA, Title I (all parts), funds allocated to the school. Include any reallocated carry-over funds. The 1974-75 amount is recorded on line 7.6, page 10 (continued).

Line 12: Enter the amount of Miller-Unruh funds for specialist reading teachers and aides at the school. As actual funding will be unknown until December, 1974, enter the same amount the school is receiving in 1973-74. If Miller-Unruh funds are being displaced by ECE funds in 1974-75, enter zero.

Line 13: Enter the amount of Special Teacher Employment funds allocated to the school. Use the same amount that was received for 1973-74.

Line 14: If ESEA, Title II, Phase 1, funds are used on a school-wide basis, multiply the funds allocated to the school by the ratio of line 6 to line 5 and enter the product. If funds are allocated to specific groups of pupils in the school, enter the amount of the funds allocated to those pupils counted on line 6.

Line 15: Enter the total amount of other categorical funds allocated to the school to provide additional services specifically to some or all pupils counted on line 6 (for example, Title VII, Follow Through, district compensatory education funds, and so forth). Extra resources provided by the district should be included.

Line 16: Enter the total of centralized services for educationally disadvantaged youth provided from categorical funds. This figure may not exceed the total centralized service amount shown in the school's program budget prepared as part of its

(Continued on the back of Page 14 continued)

comprehensive plan (line 3, page 18, *Comprehensive School Program Plan*).

Line 17: Enter the total of lines 10 through 16 to determine the school's allocation of categorical funds from compensatory education programs.

Line 18: Enter the amount of S.B. 90 funds (line 10) that is allocated for the pupils identified on line 7.

Line 19: Enter the amount of ESEA, Title I, (line 11) that is allocated for the pupils identified on line 7.

Line 20: Enter the amount of Miller-Unruh funds (line 12) that is allocated for the pupils identified on line 7.

Line 21: Enter the amount of Special Teacher Employment funds (line 13) that is allocated for the pupils identified on line 7.

Line 22: Enter the amount of ESEA, Title II, Phase 1, funds (line 14) that is allocated for the pupils identified on line 7.

Line 23: Enter the amount of other funds (line 15) that is allocated for the pupils identified on line 7.

Line 24: Enter the amount of centralized services funds (line 16) that is allocated for the pupils identified on line 7.

Line 25: Enter the sum of lines 18 through 24 to determine the total amount of funds from compensatory education programs allocated for the pupils identified on line 7.

Line 26: Add the figures on lines 8 and 9 to the figure on line 25 to determine the total amount of funds allocated for pupils on line 7.

Line 27: Divide the figure on line 26 by the figure on line 7 to determine the per-pupil expenditure for educationally disadvantaged youth included in the ECE program.

Line 28: Subtract the figure on line 25 from the figure on line 17 to determine the amount of compensatory education funds not allocated to ECE pupils.

Line 29: Subtract the figure on line 7 from the figure on line 6 to estimate the enrollment of educationally disadvantaged children not in the ECE program. (For purposes of this calculation, the a.d.a. reported on line 7 is treated as an enrollment figure. If necessary, round to the nearest whole number.)

Line 30: Divide the figure on line 28 by the figure on line 29 to determine the per-pupil expenditure for educationally disadvantaged children *not* included in the ECE program.

Name of district or agency

County-District-School Code

Date this form was prepared _____ 197__

Computation of Per-Pupil Expenditures for Educationally Disadvantaged Pupils, Elementary Schools

Fiscal Year 1974-75

	Use capital letters to identify columns (A, B, C, etc.)				
Participating schools and pupils:					
1. School name					
2. School Code					
3. Educationally disadvantaged rank					
4. Income rank					
5. School enrollment					
6. Educationally disadvantaged enrollment					
7. ECE a.d.a. receiving funds for educationally disadvantaged pupils					
Total funds received for educationally disadvantaged pupils:	Amount				
8. Line 7 multiplied by $130	$	$	$	$	$
9. Extra ECE funds					
10. S.B. 90 EDY funds					
11. ESEA, Title I, funds (all parts)					
12. Miller-Unruh funds					
13. Special Teacher Employment Program funds					
14. ESEA, Title II, Phase 1, funds					
15. Other funds for educationally disadvantaged pupils					
16. Centralized services for educationally disadvantaged pupils					
17. Total categorical funds (compensatory education) (lines 10–16)					

(Continued on page 14 continued)

Computation of Per-Pupil Expenditures for Educationally Disadvantaged Pupils Elementary Schools (continued)

	Use capital letters to identify columns.				
	Amount				
Allocation to educationally disadvantaged pupils in the ECE program:					
18. S.B. 90 EDY (amount of line 10 for line 7)	$	$	$	$	$
19. ESEA, Title I (amount of line 11 for line 7)					
20. Miller-Unruh (amount of line 12 for line 7)					
21. Special Teacher Employment Program (amount of line 13 for line 7)					
22. ESEA, Title II, Phase 1 (amount of line 14 for line 7)					
23. Other funds for educationally disadvantaged pupils (amount of line 15 for line 7)					
24. Centralized services for educationally disadvantaged pupils (amount of line 16 for line 7)					
25. Total allocations to educationally disadvantaged pupils (lines 18–24)					
26. Total allocation, educationally disadvantaged pupils (line 25 plus lines 8 and 9)					
Per-pupil expenditure:					
27. Expenditure per educationally disadvantaged pupil in the ECE program (line 26 divided by line 7)					
28. Expenditure for educationally disadvantaged pupils not in the ECE program (line 17 minus line 25)					
29. Educationally disadvantaged pupils not in the ECE program (line 6 minus line 7)					
30. Expenditure per educationally disadvantaged pupil not in the ECE program (line 28 divided by line 29)					

Instructions for Page 15

Computation of Per-Student Expenditures for Educationally Disadvantaged Students, Secondary Schools

Complete a separate page for each district participating in a cooperative program. Use a separate page to report (1) intermediate schools, middle schools, and junior high schools; and (2) senior high schools. Check the appropriate box at the top of the page. If more than five schools are to be reported in either category, duplicate this page and renumber the additional pages 15.1, 15.2, and so forth.

Lines 1–3: Schools should be placed in rank order for the purpose of this page.

Unified districts. The educationally disadvantaged youth enrollment for each secondary school will be the total of its educationally disadvantaged youth students coming from feeder elementary schools which operate educationally disadvantaged youth programs. (Refer to line 6, page 14, for this information.) The secondary school with the largest number of such students will be listed first in column A and assigned rank order number 1 on line 3, the school with the next largest feeder school educationally disadvantaged youth enrollment will be listed second and assigned number 2 in rank, and so forth.

Union high school districts. Use the educationally disadvantaged youth enrollment to be reported on line 5 or the percent of its school enrollment. List in column A the school with the highest concentration of educationally disadvantaged youth enrollment among schools with the same grade levels and assign it rank order number 1 on line 3. The school with the next greatest concentration of educationally disadvantaged youth enrollment will be listed in column B and assigned number 2 in rank, the school with the third greatest concentration will be listed in column C and assigned number 3 in rank, and so forth.

Line 4: Enter the school's estimated 1974-75 enrollment.

Line 5: Enter the school's estimated 1974-75 enrollment of students with "greatest educational need" who are to receive services from ESEA, Title I, or S.B. 90 EDY funds. Although all students scoring below the second quartile on standardized reading achievement tests or having serious deficiencies in verbal functioning are *eligible* for services, record here the number that are expected to *receive* additional services from categorical funding.

Line 6: Enter the amount of S.B. 90 EDY funds allocated to the school by the district. Allocations are to be determined according to the number and/or percent of students scoring in the lowest quartile in a test of basic skills, although all students in a school scoring below the second quartile normally will receive services. (For further information see *Instructions for Comprehensive Program Planning*, Section 1.5.)

Line 7: Enter the amount of ESEA, Title I, funds allocated to the school. This includes any reallocated carry-over funds. The 1974-75 amount is recorded on line 7.6, page 10 (continued).

Line 8: If ESEA, Title II, Phase 1, funds are used on a schoolwide basis, multiply the funds allocated to the school by the ratio of line 5 to line 4 and enter the product. If funds are allocated to specific groups of students in the school, enter the amount of the funds allocated to the students on line 5.

Line 9: Enter the total amount of other categorical funds allocated to the school to provide additional services specifically to some or all students counted on line 5 (for example, Title VII, Follow Through, district compensatory education funds, and so forth). Extra resources provided by the district should be included.

Line 10: Enter the total of centralized services for educationally disadvantaged youth provided from categorical funds. This figure will not exceed the total centralized services amount shown in the school's program budget prepared as part of its comprehensive plan (line 3, page 18, *Comprehensive School Program Plan*).

Line 11: Enter the total allocation of categorical funds for educationally disadvantaged youth (lines 6 through 10).

Line 12: Divide the figure on line 11 by the figure on line 5 to determine the total expenditure from categorical funds for each educationally disadvantaged youth.

Name of district or agency

County-District-School Code

Date this form was prepared _____ 197__

Name of cooperative member district

Computation of Per-Student Expenditures for Educationally Disadvantaged Students, Secondary Schools

Fiscal Year 1974-75

All schools listed on this page are (check one) ☐ Intermediate schools, middle schools, and junior high schools
☐ Senior high schools

	Use capital letters to identify columns (A, B, C, etc.)				
Participating schools and students:					
1. School name					
2. School Code					
3. Educationally disadvantaged rank					
4. School enrollment					
5. Educationally disadvantaged enrollment					
Total funds received for educationally disadvantaged students:					
6. S.B. 90 EDY funds	$	$	$	$	$
7. ESEA, Title I funds (all parts)					
8. ESEA, Title II, funds (all parts)					
9. Other funds for educationally disadvantaged students					
10. Centralized services for educationally disadvantaged students					
11. Total categorical funds (lines 6 + 7 + 8 + 9 + 10)					
Per-student expenditure:					
12. Total expenditure per educationally disadvantaged student	$	$	$	$	$

Instructions for Page 16

District-Level Management Plan

List all district-level managerial activities planned for the year to support or facilitate school-level operations. Use a continuous line to show the duration of an activity that is carried out over a period of time. Indicate the starting date with an *s* and the ending date with an *e*. Type the beginning and ending dates below the line. Indicate month of major activities with a symbol and identify activities below the line.

Each activity that occurs "all at once" on one or a few consecutive days is considered an event and should be marked with a symbol, such as *, corresponding to its time of occurrence.

A process occurring over several months may also have events within it; for example, the process of preparing for and conducting three workshops for voluntary classroom aides might be displayed as follows:

J A S O N D J F M A M J

s ——— * ——— † ——— ° ——— e

8/15 4/30

*10/16 Preschool workshop
†11/13 Reading workshop
°1/15 Student relations workshop

The management plan should include meetings of the District Advisory Committee, activities to ensure centralized services to participating schools, receipt of school reports, planning workshops, evaluation procedures, and other district coordinating functions.

Additional symbols the district may decide to use in developing the management plan should be identified at the bottom of page 16.

Name of District or Agency

County-District-School Code

District-Level Management Plan

Fiscal Year 1974-75

Date this form was prepared_____197___

Managerial actions that will support or facilitate school-level operations	Draw line from start (s) to end (e) of activity. Type beginning/ending dates below the line. Indicate months of major activities on the line with a symbol. Identify activities below the line.
	J A S O N D J F M A M J
	J A S O N D J F M A M J

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Instructions for Page 17

District Special Program Budget

Complete this page as a composite for a cooperative program.

These instructions are based on information contained in parts I and III of the 1973 edition of the *California School Accounting Manual*, School Business Administration Publication No. 8 (Sacramento: California State Department of Education). Objects of expenditure classifications, their content, and instructions regarding their use are contained on pages III-3–III-10. Analysis of salaries may be found on page III-20.

Instructions for Individual Special Fund Budget Pages

A separate page is to be completed for each special fund applied for in this application. Duplicate the page as needed, identify each special fund at the top of each page, and renumber the pages as follows:

	Page
ESEA, Title I, Part A	17.1
ESEA, Title I (Neglected)	17.2
ESEA, Title I (Delinquent)	17.3
ESEA, Title I, Part C	17.4
ESEA, Title II, Phase 1	17.5
Miller-Unruh Reading Specialists	17.6
Miller-Unruh Aides	17.7
S.B. 90, Educationally Disadvantaged Youth	17.8
Special Teacher Employment	17.9
State Preschool	17.10
Early Childhood Education	17.11

Each special fund budget has unique data requirements as listed in the following section. On lines where no entries are required, type xxx.

Pages 17.1 through 17.4, ESEA, Title I (all parts)

Make entries *only* on lines 1, 3–16, 18, 20–22, 26, 28, and 29.

Line 19: No *direct support changes* may be budgeted for business and personnel services. The *indirect cost rate* applicable to Title I programs has been provided for this purpose. Make computations according to the following formula and enter your *approved restricted indirect cost rate* and calculations as a footnote in the space provided on each page:

$$\frac{\text{Lines } 13 + 21}{1.00 + \text{Indirect cost rate in decimal form}} = D$$

D × Indirect cost rate = Total allowed support charges

Lines 26 and 28: Enter the amount of allowed *support charges.*

Line 29: Enter the total of lines 22 and 28. This figure should equal the amount of the entitlement.

Page 17.5, ESEA, Title II, Phase 1

Make entries *only* on lines 1, 9, 14, and 15.

Page 17.6, Miller-Unruh Reading Specialists

Make entries *only* on lines 1, 3, 6, 8, and 15.

Page 17.7, Miller-Unruh Aides

Makes entries *only* on lines 1, 5, 7, 8, and 15.

Page 17.8, S.B. 90, Educationally Disadvantaged Youth

Make entries *only* on lines 1, 3–16, and 18–22.

Page 17.9, Special Teacher Employment

Make entries *only* on lines 1, 3, 5–8, 9 (enter supplies only), and 15.

Page 17.10, State Preschool

Make entries *only* on lines 1, 3–16 and 18–22.

Page 17.11, Early Childhood Education

To be used for continuing ECE schools only. Make entries only on lines 1–16 and 18–22.

General Instructions for All Special Program Budget Pages

Statistical Data

Line 1: Enter the projected number of participants to receive services from the program fund.

Line 2: To be used for State Preschool and Early Childhood Education only. (For ECE enter a.d.a. as of December, 1973, of participating grades only.)

Line 3: Enter the number of full-time equivalent (FTE) teachers* employed by the program.

Line 4: Enter the number of FTE other certificated employees* funded by the program. Note that employees in classifications 1200, 1700, and 1800, Salaries of Administration, may not be charged to the program. A program director would be counted

*Only employees hired because of the existence of the special aid program can be included.

(Continued on the back of Page 18)

here with any other certificated personnel listed under lines 16, 18, and 20.

Line 5: Enter the number of FTE classified employees* to be funded by the program. Note that employees in classification 2200, County and District Administrative Personnel, may not be charged to the program.

Direct Costs

Enter on lines 6–15 those costs which are normally incurred within the classroom.

Line 6: Enter the total salaries to be paid employees* entered on line 3 (classification 1100) (e.g., teachers and speech therapists).

Line 7: Enter the total salaries to be paid employees* entered on line 5 (classification 2100).

Line 8: Enter the total of employee benefits accruing to salaries entered on lines 6 and 7 (classification 3000).

Line 9: Enter the total to be expended for textbooks, other books, instructional supplies, and instructional media materials and supplies (classifications 4100, 4200, 4300, and 4400).

Line 10: Enter the amount to be expended in classification 4800, Equipment Replacement.

Line 11: Enter the total for contracts for personal services directly for the instructional services to pupils (some under classification 5100).

Line 12: Enter the total amounts to be expended for direct travel, conference, and other services, reimbursable to personnel entered on lines 6 and 7; and rent (classifications 5200 and 5600).

Line 13: Enter the subtotals of lines 6 through 12.

Line 14: Enter the total to be expended for equipment and buildings (initial and additional) that is used for this program in the direct instructional program (classifications 6200, 6300, and 6400 [excluding 6430, food service equipment, and 6440, transportation equipment, which are placed on line 20]).

Line 15: Enter the total of lines 13 and 14.

Direct Support Charges

Enter on lines 16 through 20 charges which support direct costs. List amounts for positions included and costs necessary for their services. These are costs normally incurred outside the classroom.

Line 16: Enter amounts to be expended for program directors,* coordinators,* librarians, supervisors,* consultants* and their clerical assistants;* media; and special program components (such as parent liaison).

Line 17: Make no entries on line 17.

Line 18: Enter amounts to be expended for salaries, benefits, and travel for those employees classified under classifications 1500 or 1600* and their clerical assistants;* and contracted pupil services such as for testing or data processing.*

Line 19: Enter amounts to be expended for field trips, insurance, maintenance, utilities, and other support charges. Examples of administrative support charges would be business office expenditures for categorical programs in the areas of purchasing, accounting, payroll, and personnel services.

Most special programs do not allow direct general support charges on a percent basis. Records must document expenditures in terms of time budgeted; they must substantiate that claims were justified in advance and that expenses were actually incurred as planned. For example, clerical employees should have a record of the portion of time devoted to tasks for the program (and hourly rate paid) if funded in more than one program.

Line 20. Enter amounts for Auxiliary Services.

Line 21: Enter the total of lines 16, 18, 19, and 20.

Line 22. Enter the total of lines 15 and 21.

The amount entered on line 22 (or line 29 in the case of ESEA, Title I) may not exceed the amount of entitlement.

Indirect Support Charges

This section applies only to ESEA, Title I.

Lines 23–25: Make no entries on lines 23, 24, and 25.

Line 26: Complete as indicated.

Line 27: Make no entries on line 27.

Lines 28–29: Complete as indicated.

*Only employees hired because of the existence of the special aid program can be included.

Instructions for Page 18

Program Personnel

Complete a separate page for each district participating in a cooperative program.

Column A: List each central office and school-level position by title. (Positions which are not supported by special funds need not be listed.)

Column B: Give the corresponding number of full-time equivalent (FTE) positions to be filled for each position title.

Column C: Identify the special funding source(s) for support of each position. (Dollar amounts are not requested here.)

Name of district or agency

District Special Program Budget

Fiscal Year 1974-75

County-District-School Code

Date this form was prepared _____ 197__

_____
Special Funding Source

	Number	Use this space for footnotes (see instructions)
1. Enrollment		
2. Average daily attendance (a.d.a.)		
3. Teachers (full-time equivalent)		
4. Other certificated employees (full-time equivalent)		
5. Classified employees (full-time equivalent)		
Direct costs:	**Amount**	
6. Certificated Salaries	$	
7. Classified Salaries		
8. Employee Benefits		
9. Books and Supplies		
10. Equipment Replacement		
11. Contracted Services		
12. Other Operating Expenses		
13. Subtotal (lines 6 through 12)		
14. Capital Outlay		
15. Total Direct Costs (lines 13 and 14)		
Direct support charges:		
16. Instructional Administration, Media, and School Administration	$	
17. Special Projects		
18. Pupil Services		
19. General Support		
20. Auxiliary Services		
21. Total Direct Support Charges		
22. Total Direct Costs and Direct Support Charges (lines 15 and 21)	$	
Indirect support charges:		
23. Instructional Administration	$	
24. Special Projects		
25. Pupil Services		
26. General Support		
27. Auxiliary Services		
28. Total Indirect Support Charges		
29. Total Costs (lines 22 and 28)	$	

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Name of district or agency

County-District-School Code

Date this form was prepared _____ 197___

Name of cooperative member district

Program Personnel

Fiscal Year 1974-75

Positions (titles) (A)	Total number of positions (full-time equivalent) (B)	Funding source(s) (C)	Positions (titles) (A)	Total number of positions (full-time equivalent) (B)	Funding source(s) (C)
1. Central office			2. School level		

Instructions for Page 19

S.B. 90 Educationally Disadvantaged Youth Expenditures for Security

Required of all districts expending S.B. 90 funds for security purposes. Complete a separate page for each district participating in a cooperative program.

A portion of a district's S.B. 90 Educationally Disadvantaged Youth entitlement may be expended for noninstructional costs which include, but are not limited to, security, insurance, and expenses incurred as a result of vandalism. This page is to be completed as indicated if S.B. 90 funds are to be so expended.

Annotated List of Categorical Programs Funded Through the Consolidated Application

Federal Programs

Elementary and Secondary Education Act of 1965 (Public Law 89-10 as amended by Public Law 89-750, Public Law 90-247, and Public Law 91-230).. See also Education Code sections 6450–6474.

Title I, Part A. Provides funds for language development, mathematics, intergroup relations, auxiliary services, parent involvement, and staff development in schools with high concentrations of children from low-income families. Programs are limited to children with the greatest educational need. Federally funded programs administered by the state are also offered for the education of migrant children and Indian children.

Title I, Part A (neglected and delinquent children). Provides funds for expansion and improvement of educational programs to meet the special needs of educationally deprived children in state-administered institutions for whom the state has an educational responsibility.

Title I, Part C. Provides funds for special grants to urban and rural school districts that (1) qualify for special federal help to meet Title I objectives; and (2) have shown that their financial effort is at least as great as the average effort of other school districts in the state to support educational programs. Factors considered in allocation are the sudden large increase in a district of the numbers of disadvantaged children and other unusual elements indicating a need for additional assistance.

Title II, Phase 1. Provide funds for the purchase of printed and audiovisual materials for children enrolled in public and nonpublic schools, kindergarten through grade twelve.

State Programs

Early Childhood Education Program (Education Code Section 6445). Provides funds to school districts and cooperative agencies to establish comprehensive educational programs for children from the time they are eligible for kindergarten to the time they complete grade three or its equivalent. Program objectives are (1) individualized program for each child; (2) achievement of specified competence levels in language, reading, and mathematics on completion of grade three; (3) statewide coordination of program development; (4) local development of master plans on a school-by-school basis; and (5) achievement of maximum participation based on planned increase in the number of participating schools each succeeding year.

Educationally Disadvantaged Youth Program (Senate Bill 90; Education Code Section 6499.230). Provides funds to eligible school districts and offices of county superintendents of schools to meet approved expenses incurred in the establishment of educational programs for children who qualify economically and educationally in preschool, kindergarten, or any of grades one through twelve, inclusive.

Miller-Unruh Basic Reading Act of 1965 (Education Code sections 5770–5798). Provides funds for payment of salaries (based on need) of reading specialists and aides, salaries of librarians, and scholarships for teachers of reading.

Preschool Educational Program (California Administrative Code, Title 5, Education, sections 8000 through 8020; Education Code sections 16641, 16641.5, 16643, and 16644; Welfare and Institutions Code sections 1645, 1646, and 1648). Provides funds for high-quality educational programs for disadvantaged children three through six years of age. Parents are to be actively involved in the program.

Special Teacher Employment Program (Education Code sections 6481–6487). Provides funds to reduce pupil-teacher ratio to 25 to 1. Eligibility is limited to school districts where a high concentration of children from low-income families exists and where educational need is greatest.

F73-86 DF 5689 2-74 5M

Name of district or agency

County-District-School Code

Date this form was prepared _____ 197__

Name of cooperative member district

District S.B. 90 Educationally Disadvantaged Youth Expenditures for Security

Fiscal Year 1974-75

1. Use this form to calculate the district S.B. 90 EDY security entitlement:

$$\frac{\text{District S.B. 90 EDY entitlement}}{81{,}000{,}000} \times 2{,}000{,}000 = \$\_\_\_\_\_ \text{(district security entitlement).}$$

2. Itemize and briefly describe how S.B. 90 Educationally Disadvantaged Youth security expenditures will be used in the district:

General Instructions

Application for Early Childhood Education Expansion (Competitive) Funds

For any amendment or revision of a district or cooperative consolidation application Form A-127, the amendment Form A-127-1 must be submitted. Further, updated copies of the relevant pages of Form A-127 are to be submitted. Other documents required will be described specifically by the Department of Education.

For requests for funding of Early Childhood Education (ECE) expansion, applicants are to submit three copies of the following documents:

1. Form A-127-1, Request for Revision or Amendment to Consolidated Application for Funds for Educational Programs
2. The following pages of Form A-127:
   Page 6, with line 11 (b) filled in.
   Page 7, if ECE expansion funds are to be used in schools that will or would have had Miller-Unruh teachers in 1974-75.
   Page 11 (continued).
   Page 14, if any children already scheduled to receive services under ESEA, Title I, or Senate Bill 90, Educationally Disadvantaged Youth, are also to receive services from ECE expansion funds. Note that the data for schools other than the ECE expansion candidates may be altered if monies for disadvantaged pupils are reallocated because of ECE expansion funding.
   Page 17, to reflect the amended ECE budget in accordance with the proposed expansion funding.
   Page 18, to reflect new position titles or an increase in the number of positions (full-time equivalents) because of ECE expansion funding.
3. Form A-127S, Comprehensive School Program, three copies for each expansion candidate school. Form ECE-100, Identification Sheet, Early Childhood Education, is to be completed and attached to each copy of Form A-127S.

The forms or pages required are to be submitted to the appropriate Regional Service Team on or before May 1, 1974, at the following address:

Regional Service Team No. _____
California State Department of Education
721 Capitol Mall
Sacramento, CA 95814

Questions concerning the completion of forms A-127-1 and A-127S should be directed to the appropriate Regional Service Team. Telephone assistance may be obtained by calling the following numbers:

Regional Service Teams 1 and 6	(916) 322-4120
Regional Service Teams 2 and 4	(916) 322-3483
Regional Service Teams 3 and 5	(916) 322-4040

F73-131 DE5888 4-74 2500

721 Capitol Mall, Sacramento, CA 95814
Form A-127-1 (Rev. 3-74)

Name of administrative agency

County-District-School Code

Request for Revision or Amendment to Consolidated Application for Funds for Educational Programs

Fiscal Year 1974-75

Date this form was prepared _____ 197__

Is this a cooperative program? Yes ( ) No ( )

Revision or amendment number _____

(Number sequentially all amendments and revisions to the approved application.)

Submit three copies of this page to Regional Service Team _____ (Team number), California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.

1. If this is a cooperative program, complete the Certification for Participation in Cooperative Funded Programs (pages 2 and 2[continued] of Form A-127) for the districts affected by the revision or amendment, and include in the box on this page information only on the agency designated as administrative and fiscal agent.

Legal name of local educational agency (LEA)	
Street address	
City	ZIP code
Name of authorized representative	
Title of authorized representative	Telephone number
Program director (if other than superintendent)	Telephone number
Congressional district(s)	

2. The district's advisory committee has been consulted in the planning of the requested change as submitted herein.

[Signed] _____ District advisory committee chairman _____ Date

3. State the purpose(s) of the amendment(s) or revision(s):

4. Attach an updated copy of each page of Form A-127 or Form A-127S that has any data on it changed as a result of the requested amendment or revision. Add "Amendment" or "Revision" and the date to the top of each modified page. *In every case,* the District Special Program Budget, Form A-127, page 17, must be included.

5. *Certification for ESEA, Title I, funds only:* The proposed change will not adversely affect the program as it pertains to children attending nonpublic schools.

_____ Authorized nonpublic school representative _____ Date

6. *Certification:* I certify that state and federal regulations applicable to the use of these funds will be observed; that, to the best of my knowledge, the information contained in this application is correct and complete; that the local educational agency has authorized me, as its representative, to file this application; and that such action is recorded in the minutes of the agency governing board's meeting of _____ 19 ___.

[Signed] _____ Authorized representative _____ Date

_____ Type or print name and title of authorized LEA representative

7. Check (✓) in box indicating each funding source in the approved consolidated application (CA) and each funding source requested in this amendment (A) or revision (R):

Federal Categorical Aid:	CA	A	R
ESEA, Title I, Part A			
ESEA, Title I, Part A (Neglected)			
ESEA, Title I, Part A (Delinquent)			
ESEA, Title I, Part C			
ESEA, Title II, Phase 1			
Other			

State Categorical Aid:	CA	A	R
Miller-Unruh Reading Specialists			
Miller-Unruh Aides			
S.B. 90 (Educationally Disadvantaged Youth)			
Special Teacher Employment			
State Preschool			

State General Aid (Competitive):	CA	A	R
Early Childhood Education			
(a) Continuation funding			
(b) Expansion funding			

F73-132 QE 5889 4-74 5M

721 Capitol Mall, Sacramento, CA 95814
Form ECE-100 (New 4-74)

Name of school

County-District-School Code

Identification Sheet: Early Childhood Education Education Comprehensive School Program Plan

Date this form was prepared _____ 197__

Fiscal Year 1974-75

School districts applying for Early Childhood Education (ECE) competitive funds are to complete this page in duplicate for each school Comprehensive Program Plan and attach one copy to each copy of Form A-127S.

1.

District or county LEA	
Superintendent	
Street address	Telephone
City	ZIP code

2.

Person to be contacted regarding school-level plan	
Street address	Telephone
City	ZIP code

3.

School principal	
Street address	Telephone
City	ZIP code

4. Indicate plan. This is a (check one):

☐ New plan

☐ Expansion plan

☐ Second-year plan

5. State the number of classrooms used for the Early Childhood Education program in this school:

Kindergarten _____

Grade one _____

Grade two _____

Grade three _____

6. Indicate whether this school is participating in a cooperative program:

☐ Yes

☐ No

If yes, state the name of the agency designated as administrative and fiscal agent for the cooperative program.

_____

F73 129 DE 5886 4 74 5M

159

Instructions

Identification Sheet, Early Childhood Education
Comprehensive School Program Plan

Duplicate this sheet to provide sufficient copies for each participating school. Attach a separate identification sheet to each Comprehensive School Program Plan (Form A-127S) included in a cooperative application.

Enter the identifying County-District-School (CDS) code numbers of the applicant school.

Items 1–3: Complete as indicated.

Item 4: Check as appropriate.

New plans are those for a district's initial Early Childhood Education program.

Expansion plans are those that (1) add to the number of participating grades at a presently funded school; or (2) add to the number of schools participating in a district program.

Second-year plans are to be submitted by each school or cooperative program entering the second year of its ECE program. For second-year plans, this identification sheet and a copy of the revision to its Comprehensive School Program Plan (see General Instructions, Form A-127) should be submitted by August 1, 1974.

Items 5 and 6: Complete as indicated.

Name of district or agency

County-District-School Code

Date this form was prepared _____ 197__

Name of cooperative member district

Schools Competing for Early Childhood Education Expansion Funds

Fiscal Year 1974-75

1. Check one:
   - ☐ 1.1 The district is applying for Early Childhood Education (ECE) funds for the first time.
   - ☐ 1.2 The district operated less than a full K-3 school ECE program in 1973-74. *Enter the participating grade levels:* _____
   - ☐ 1.3 The district operated at least one full K-3 school ECE program in 1973-74.

2. If line 1.3 is checked, complete the following:
   - 2.1 State the maximum percent of district K-3 average daily attendance (a.d.a.) that could be included in the ECE program in 1974-75. _____
   - 2.2 State the total district K-3 a.d.a. for 1974-75 as estimated in the December, 1973, a.d.a. report. _____
   - 2.3 State the maximum K-3 a.d.a. that could be included in the ECE program in 1974-75 (2.1 multiplied by 2.2). _____

3. Expansion candidate schools:

School name (A)	School code (B)	A.d.a. of participating grades (C)	Col. C multiplied by $130 (D)	A.d.a., educationally disadvantaged youth (E)	A.d.a., educationally disadvantaged youth to receive extra funds (F)	Col. F multiplied by $65 (G)	1973-74 Miller-Unruh specialist teacher funds (H)	Col. D plus Col. G minus Col. H (I)
			$			$	$	$
Totals			$			$	$	$

Instructions for Page 11 (continued)

Schools Competing for Early Childhood Education Expansion Funds

Item 1.1: School districts that check item 1.1 will not have used Form A-127, page 11, in their original applications. These districts are eligible to apply for one school to enter the Early Childhood Education (ECE) program in 1974-75. The data for that school are to be entered on this page.

Item 1.2: For school districts that check item 1.2, the expansion candidate school is the same as the continuing school. All data given on this page will apply to the (proposed) expansion grade levels. Note that the 25 percent limitation on pupils eligible to receive extra ECE funds for educationally disadvantaged youth applies to neither the total on page 11 nor the total on page 11 (continued), but only to the sum of these totals.

Item 1.3: For school districts that check item 1.3, each school listed on this page will be a new candidate for ECE funding. Note that the 25 percent limitation on pupils to receive extra ECE funds for educationally disadvantaged youth applies to neither the total on page 11 nor the total on page 11 (continued), but only to the sum of these totals.

Item 2: Complete as indicated.

Item 3: See instructions for page 11 for completing information requested in columns A through I.

F73-130 DE5887 4-74 2500

APPENDIX C

State of California

Department of Education

Memorandum

To : Glenn Davis
Xavier Del Buono

Date : August 20, 1974

File No.:

From : Jane Vinson

Subject: RECOMMENDATIONS FOR A-127 AND A-127S

Attached are copies of recommendations made by RST, ECE, PRI, and CAER personnel at the meeting held on August 20.

JV:rk

Attachments

RECOMMENDATIONS FOR A-127:

1. Request an additional copy of A-127 application because PRI needs a copy.

2. Instructions on back of preceeding page rather than on back of applicable page.

3. Page 6, column E - change to "below Q_2." so it will be consistent with instructions for the page.

4. Page 6 - print above new instructions for F, G, H "Preschool Only:"

5. Page 6 - state in instructions the minimum-maximum dollar amounts for Neglected and Delinquent.

6. Page 7, line 21 - put "minimum $350 - maximum $550" on form.

7. Page 7.1, line 33 - put "minimum $350 - maximum $550" on form.

8. Page 13 - Centralized Services amounts should be itemized somewhere in A-127.

.8/20/74

From meeting of RST, ECE, PRI, and CAER personnel held on Aug. 20.

RECOMMENDATIONS FOR A-127S:

1. Move page numbers to bottom of page - example: S1, S2, etc.

2. Assurances item #1 is limiting.

3. Eliminate boxes for school code and district code. Use lines as on A-127.

4. Eliminate box for mailing address and replace with lines. The box is not large enough for most addresses.

5. Recommend that a statement be added to page 3 specifying it is for actual participation.

6. On pages 7 and 8 each component should have the same amount of space allocated for writing.

7. Regarding the sentence with * at bottom of page 9a (back) - for Title I and SB 90 evaluation purposes, tests must be in agreement with students grade level.

8. Pages 9a, back of 10b, and page 11 - spell out more specifically that within the health and auxiliary services com onent guidance services may be a significant activity, when"motivation or incentive" (Page 9a, column B) is identified as the cause of discrepency within a component.

9. It was further recommended that Guidance Services be specifically referred to in all references to Auxiliary Services.

10. Recommend that Page 12, no. 1 be adjusted or possibly deleted. Specifically, the component of parent participation, auxiliary services, etc. can not be stated in this manner.

11. On page 12, items 2 and 7, use wording "continuous progress" rather than "criterion referenced."

12. On page 16, item 2, use a term such as K-3, Primary, or some term er than ECE because all schools (not only ECE) will be using this plan.

13. Recommend a page be added to itemize centralized services.

14. Instructions should be on the back of the preceeding page so that easy reference may be made to them when filling out the application.

8/20/74
From meeting of RST, ECE, PRI, and CAER personnel held on Aug. 20.

ate of California

Department of Education

Memorandum

: Xavier Del Buono

Date : August 23, 1974

cc: William Webster
Glenn Davis

File No.:

m : Jane Vinson
Team Leader, RST II

bject: RST II - FIELD REVIEW MEETING - A-127 AND A-127S

Small districts, large urban districts, small cooperatives, and large cooperatives were represented at our meeting to review the A-127 and A-127S.

We had an excellent meeting, with each person in attendance contributing to the discussion and recommendations. Recommendations were made for minor revisions to the A-127. Recommendations were made for major revisions to the A-127S.

Attached is a copy of the group recommendations. I thought you would be interested in this advance copy. These will be forwarded to you with the individual recommendations which were collected, and those which are received in the mail by August 30.

JV:rk

Attachments

STATE DEPARTMENT OF EDUCATION

Consolidated Application and School Level Plan Workshop

August 22, 1974

Regional Service Team II

AGENDA

10:00 a.m. Welcome and Introductions.....Jane Vinson, Team Leader, Regional Service Team II

Bob Charlton, Regional Service Team II
Stan Ostling, Regional Service Team II
Pete Dibble, Early Childhood Education
Robert McCarthy, Early Childhood Education
Willie Misquez, Early Childhood Education
Barbara Sandman, Early Childhood Education
Dr. Marion Fausman, Program Review and Improvement

10:10 - 10:30 Presentation of A-127 and A-127S.....Jane Vinson and Willie Misquez

10:30 - 10:45 Move to Groups

10:45 - 12:00 Small Group Meetings

Group I.....Stan Ostling.....Room 400
Willie Misquez

Group II.....Bob Charlton.....Room 208
Pete Dibble

Consultants will collect recommendation sheets.

12:00 Groups will adjourn.
Consultants will remain as long as needed.

Any additional comments or questions should be directed to:

Regional Service Team II
California State Department of Education
721 Capitol Mall, Third Floor
Sacramento, California 95814

Telephone: (916) 322-3483

GROUP CONSENSUS RECOMMENDATIONS FOR REVISION OF THE A-127

Regional Service Team II

August 22, 1974

Page 2:

1. For a co-op project, the county superintendent should be able to sign once verifying for all school districts that there are non-public schools rather than each district superintendent in the co-op needing to sign.

Page 3:

1. Special consideration should be given to co-ops -- these assurances do not hold true for co-ops.

Page 7:

1. In a single school school district comprehensive planning, it should be possible for all schools to be on one page rather than each school on a separate page.

2. This page should request only information absolutely essential for application approval.

GROUP CONSENSUS RECOMMENDATIONS FOR REVISION OF THE A-127S

Regional Service Team II

August 22, 1974

General recommendations:

Preschool must be included on all appropriate pages since this application is for use by Preschool, ECE, Miller-Unruh, Bilingual, Title I, SB 90, etc. at all grade levels, preschool through high school. It is not exclusively an ECE plan. The educational development component (preschool only) must be included wherever a reference is made to components.

Page 1:

1. Instructions should tell what date of K-3 a.d.a.

2. Instructions regarding submission of comprehensive school level plans should be clarified as these instructions imply that Title I, SB 90, etc. plans are submitted in addition to the ECE plans.

3. Preschool information will be included in this plan, therefore, preschool should be included in the request for grade span, i.e. P-6 rather than K-6.

4. The number of families whose children are served by these programs is requested information. This information is very difficult to obtain. It should not be requested unless it is absolutely essential for application approval.

Page 2:

1. Back of page2 on assurances: The inconsistency here between the A-127S and the PRI document regarding Bilingual/Crosscultural Education must be corrected.

2. Back of page 2: add Community Involvement to parent participation component.

3. Absolute clarification needed on membership on DAC and SAC for schools which have multiple funded programs, i.e. ECE, Title I, Preschool, etc.

4. Recommend that consistency be worked out between Title I requirements and ECE requirements.

5. Item 3: The application indicates that parent education is a requirement of Title I for 1975-76. Recommend that it <u>not</u> be required for Title I.

6. Back of page 2: Item 7. Recommend that a statement be added to specify that "AFFECTIVE DOMAIN" should not be considered as a curriculum area.

Page 3:

1. 0 through 9 under columns A-D are confusing and contradicting.

Recommend elimination, or if not eliminated that the instructions explain the purpose and details.

2. Rewrite column heading in lay terms.

3. Maintain requirement on this page of signatures by each member.

4. Elimination of all portions that do not pertain to comprehensive program planning.

5. Column A - define "New Members" - ie. one week, six months, etc.

New Page 4:

1. If in any part of the planning, percentages are included in any way, there must be a definition of parents, teachers, community members. Define the meaning of 100% of each one of these groups. Does it mean: ie. 100% of all listed on committee; or all in attendance; or all parents of total school population? Please clarify.

2. Include only planning items. All others should be included in the product evaluation.

3. Separate pages (as they are currently) for parent and community participation and teachers and teacher aid participation should be maintained.

Pages 4, 5:

1. Change title to eliminate "participation" and replace with "planning." Actual participation in program planning.

Pages 4, 5, 6:

1. Change NOTE: to read "An empty box (remove word "cell") equals zero."

Page 6:

1. Bottom left hand boxes must make provision for including preschool children because this is a comprehensive school plan for all programs, including preschool. Instructions for completing this page should specify that preschool children should only be included if there is a preschool program in this school.

Page 7:

1. The educational development component, required for preschool programs, must be included on this page with a notation that it is a component for preschool only.

Pages 7, 8:

1. Eliminate pages 7 and 8 and incorporate ideas of identifying major problem on page 9. Work out some way to mark the major program to be addressed by this application on page 9.

Pages 9, 9a, 9b:

1. These pages should be printed as a fold-out if they are intended to be used in this way.

Page 9a:

1. Back of page - Clarify in instructions that this worksheet does not mean to imply that there must be an objective for each component for each grade level. Instructions should also specify how the objectives may be written, ie. preschool, K-3, 4-6, or K-6, etc.

Page 9b:

1. Column A. Title of column should be changed and instructions should clarify the meaning of the word "training" to specify that this column refers to instructions for children and not staff development. Eliminate the word "training."

Pages 9, 9a, 9b:

1. Instructions must clarify the relationships of each one of these columns from one page to the other.

2. These pages should be combined on one page to be more meaningful for program planning.

Page 9b:

1. Back of page. If these instructions apply to all programs, the words "ECE" must be eliminated and reference made to all programs.

2. Back of page. This example should be labeled as an example and the instructions should clarify that a time line similar to this is needed for each component.

Pages 10, 10a, 10b:

1. These pages should be printed as a fold-out if they are intended to be used in this way.

Page 10:

1. Back of page. Clarification is needed on second statement under item 2, "ability to implement goals."

Page 12:

1. Items 8c and 9 should be eliminated. Also eliminate references to cost effectiveness and cost benefit. The project and school must be obligated to report detailed information regarding the budget for these programs to advisory committees; however, the terms "objective of expenditure", "cost effectiveness", "cost benefit", and a reference to comparison to "budget outlays with pupil progress" are unrealistic.

Page 14:

1. Either more room should be allowed "for identification of diagnostic prescriptive system used on line by each component title" or this request should be eliminated.

Page 15:

1. ELIMINATE TOTAL PAGE.

Page 17:

1. Eliminate preschool portion (F., upper left) and column for educational development until they become appropriate.

Page 18:

1. Specific instructions should be given for what criteria should be included for justification of capital outlay items from the various programs. For example, should they specify which component, etc.?

rk

William Webster
Xavier Del Buono
Glenn Davis

August 21, 1974

Jane Vinson
Team Leader, RST II

A-127 and A-127S FIELD REVIEW MEETING

We would like to invite you to attend all or any portion of our field review meeting for Region II for the A-127 and A-127S applications. Attached is a copy of our agenda for the meeting.

We sincerely hope that it will be possible for you to take time from your busy schedule to join us.

JV:rk

Attachment

State of California

Department of Education

Memorandum

To : Barbara Sandman

Date : June 25, 1974

cc: Glen Davis
Douglas Campbell
74-75 RST Leaders

File No.:

From : Jane Vinson FROM RST LEADERS

Subject: A-127-S SCHOOL LEVEL APPLICATION

General Recommendations:

1. That the basic document remain basically the same with minor modifications and clarification of instructions.

2. Add a cover page. (Detailed suggestions below.)

3. Number pages S1, S2, etc., to distinguish from A-127 pages, and 6.1 or 7.1 etc., rather than 6 (continued).

4. All school plans, including ECE, Title I and SB90 be submitted to the State Department on May 1.

5. That all information evaluated in ECE evaluation of plans be requested on application, i.e., restructuring, amount for centralized services, etc.

Specific recommendation on attached pages and xerox copies of application.

Add cover page to include:

Name of School_____

_____
County--District--School Code

Date form prepared_____197____

Check funding sources in this project for 1974-75:

/___/	ECE	/___/	STEP
/___/	Title I	/___/	Preschool (Special State Funds)
/___/	SB 90	/___/	Other_____
/___/	Title II	/___/	Other_____

Total grades span in school (i.e., K-8; K-6)_____

Total enrollment in all grades _____

Grades served by all project funds _____
(Projects checked above)
Total number of students served by these project funds_____

Previous project participation (Check years this school has received funds from these sources):

1972-73		1973-74	
/___/	ECE	/___/	ECE
/___/	Title I	/___/	Title I
/___/	SB 90	/___/	SB 90
/___/	M-U	/___/	M-U
/___/	Preschool	/___/	Preschool
/___/	Title II	/___/	Title II
/___/	STEP	/___/	STEP
/___/	Bilingual	/___/	Bilingual
/___/	Indian Ed.	/___/	Indian Ed.

/___/ No previous participation (New project school for 1974-75)

Page 1.

Revise format so it is the same as in A-127. Also, reference Section 1.1.1 of Page 3 of "Instructions for Comprehensive Program Planning".

Add in Assurances, a statement that all waivers have been considered and approved by advisory committee.

Page 2.

Add notes on application pages to #1 and #2.

Page 3.

Add

1.1 - Comprehensive Program Planning Document
Page _____ Section _____
1.2 State Department Administrative Procedures _____

Note additions to #2, #3, and #4 on application.

Add in large letters at bottom:

ATTACH COPY OF WAIVER TO A-127.

Page 4.

Notes on application.

Pages 5, 6 to 15

A. 5, 6 and 6.1
5, 7 and 7.1
5, 8 and 8.1
etc., for each component be combined as 1 long fold-out page for each component in order to assist districts to develop congruence. Important page 5 for each component.

B. Columns be presented in a different order to more easily accomplish more desirable program activities, i.e.:

Goal	Existing Condition	Data Source	Cause of Condition	Priority Ranking	Performance Objectives	Major Activities

Page 6. (continued)

(G) Eliminate last columns on right, 1-5 (G), because not appropriate.
(E) and (F) Add 2 or 3 columns for "other" for each.

Page 16.

Either adjust the ECE evaluation instrument or this page. Specifically regarding the concept of "restructuring". If the project is going to be evaluated on "restructuring", include a page for district to describe restructuring OR if restructuring was not appropriate, or had already been accomplished, to describe existing organizational pattern.

Page 17 - Revise to:

(Change title of page, as item #2 does not relate to evaluation. Move #2 to a different page or give page a different heading.)

1. Check how evaluation results will be disseminated:

_____ Pamphlet for Community
_____ E-127-P to Local School Board
_____ E-127-P to State Department of Education
_____ E-127-P to Principals of Project Schools
_____ E-127-P to Project Personnel in each project school
_____ E-127-P to SAC
_____ E-127-P to DAC
_____ Newspaper Report of Projects
_____ Other, Specify _____

2. Reword to clarify intent and what information is desired. Suggestion:

Change "controlled" to "coordinated" - and change for additional clarification.

Page 18

Recommend attached program budget page replace the 1974 page 18.

This is a budget page which shows percent of total school time (including district and categorical resources) for each component. In addition, it shows the amount of categorical funds for each component.

Districts find this a budget page which they can use for each individual school.

Page 19: Capital Outlay

Recommend: All items of capital outlay to be purchased with project funds (ECE, Title I, SB90, Preschool, Title II, Bilingual, Indian) be shown on this page.

Justification statement related to program components.

Add Column: Funding Source

JV:rd
2/2
Attachment

H. Glenn Davis
Xavier Del Buono

September 11, 1974

Jane Vinson

RST II - SMALL SCHOOL APPLICATION REVIEW RECOMMENDATIONS

A list of names was submitted for personnel within our regior to review the draft documents for the Small Schools.

We desired to revise our list to include additional people who have indicated an interest in being involved. Our revised list, including those on the previous list, is attached.

JV:rk

Attachment

REGION II PERSONNEL TO REVIEW THE DRAFT DOCUMENTS FOR SMALL SCHOOLS:

Mr. Don Leber
Project Director
Colusa County Co-op
146 Seventh St.
Colusa, CA 95932

Mr. Allen Tuttle
Project Director
El Dorado Co-op
337 Placerville Dr.
Placerville, CA 95667

Mr. Norman Byas
Project Director
Fresno County Co-op
2314 Mariposa St.
Fresno, CA 93721

Mr. William Pirtle
Project Director
Merced County Co-op
632 West Thirteenth St.
Merced, CA 95340

Mr. Ed Lamoreau
Project Director
San Joaquin County Co-op
222 East Weber Ave.
Courthouse - Rm. 407
Stockton, CA 95202

Mr. Lee M. Brooks
Project Director
Stanislaus County Co-op
801 County Center III Court
Modesto, CA 95355

Mrs. Betty Jean Reynolds
Stanislaus County Schools Office
801 County Center III Court
Modesto, CA 95355

Mr. Carl Patton
Project Director
Sutter County Co-op
Sutter County Office Bldg.
463 Second St.
Yuba City, CA 95991

Mr. Orville Millhollin
Assistant Superintendent
Tuolumne County Office of Education
251 So. Barretta St.
Sonora, CA 95370

Mr. Dwain McDonald
ProjectDirector
Tuolumne County Co-op
251 So. Barretta St.
Sonora, CA 95370

Ms. Mary Jane Bolton
Project Director
Placer Hills Union (Co-op)
Placer Hills Road
Meadow Vista, CA 95722

Ms. Jeanette Dial
Project Director
Live Oak Unified
2341 Pennington Rd.
Live Oak, CA 95953

Ms. Marilyn Pfleiger
Project Director
Keyes Union Elementary S. D.
P.O. Box 548
Keyes, CA 95328

Ms. Marilyn Brazell
Project Director
Kerman-Floyd Union Elementary S. D.
14655 West F. Street
Kerman, CA 93630

Mr. Joseph G. Nolan
Placer Hills Union Elementary S. D.
P.O. Box 68
Meadow Vista, CA 95722

Ms. Theresa Ramirez
1025 Mehlert
Kingsberg, CA 93631

Mr. Walter Bunce
Elverta Elementary
7900 Eloise Avenue
Elverta, CA 95626

APPENDIX D

Form A-127D (Rev. 2-75)

Consolidated Application for Funds for Educational Programs

Fiscal Year 19__-__

Project number ___ County ___ District code ___

Date this form was prepared _____ 19__

Is this a cooperative program? Yes ( ) No ( )

Submit three individually signed copies of this application. Mail all copies to: California State Department of Education, Consolidated Application Entitlements and Reports Unit, 721 Capitol Mall, Sacramento, CA 95814.

See reverse side of this page for general instructions on completing this application form.

The applicant agency designated below hereby applies to the California State Department of Education for a grant of funds to provide activities and services for meeting educational needs as set forth in this application.

(If this is a cooperative program, complete the Cooperative Programs Agreement (pages 2 and 2 [continued] of this form), and include in the box on this page information only on the agency designated as administrative and fiscal agent.)

Legal name of local educational agency (LEA)		
Street address		
City	County	ZIP code
Name and title of authorized representative		Telephone number
Program director (if other than superintendent)		Telephone number
Congressional district(s)		

ASSURANCES

The applicant agency hereby assures the Superintendent of Public Instruction that:

1. The control of funds and title to property derived therefrom shall be in a public agency for the uses and purposes provided; a public agency will administer such property and funds and shall apply funds only for the purposes for which they are granted.
2. The local educational agency (LEA) will make an annual report and such other reports to the State Department of Education in such form and containing such information as may be reasonably necessary to enable the State Department of Education to perform its duties. The LEA will keep such records and afford such access thereto as the State Department of Education may find necessary to assure the correctness and verification of such reports, including records of information relating to the educational achievement of students.
3. The Assurance of Compliance (Form HEW 441), court order, or desegregation plan applies to this application.
4. The expenditures under the funding sources checked below will not be used to supplant local district effort.
5. All planning products required by *Instructions for Comprehensive Program Planning* (Sacramento: California State Department of Education, 1974), as amended, will be completed and will be on file at the district office or at each participating school as appropriate. School plans will be recorded in the recommended format.
6. The plans for evaluation of the program will be on file in the office of the LEA. They will include the provisions outlined in sections III, IV, and V of *A Handbook for the Evaluation of Multi-funded Educational Programs* (Sacramento: California State Department of Education, 1973).
7. Auditable records of each participating school program will be maintained on file at the district office.
8. A parent-teacher communication plan for each participating school, as required if bilingual education funds (Education Code Section 5761) are requested, will be on file in the district office by July 1.
9. A district plan for assuming the costs of the bilingual program, as originally funded under Education Code Section 5761, will be on file in the district office by July 1.
10. ESEA, Title II, expenditures will be in accordance with federal regulations and in accordance with regulations of the California Administrative Code, Title 5, Education.
11. The local educational agency (LEA) certifies that it has adopted an affirmative action employment program that complies with the provisions of sections 30–36 of the California Administrative Code, Title 5, Education.

CERTIFICATION

I certify that state and federal regulations applicable to the use of these funds will be observed; that, to the best of my knowledge, the information contained in this application is correct and complete; that the local educational agency named below has authorized me, as its representative, to file this application; and that such action is recorded in the minutes of the agency governing board's meeting of _____ 19 ___.

[Signed] _____ Authorized representative _____ Date

_____ Type or print name and title of authorized representative.

Check (✓) in box indicating each funding source requested in this application:

Federal Categorical Aid:	✓
ESEA, Title I, Part A	
ESEA, Title I, Part A (Neglected)	
ESEA, Title I, Part A (Delinquent)	
ESEA, Title I, Part C	
ESEA, Title II, Phase 1	

State Categorical Aid:	✓
Miller-Unruh Reading Specialists	
Miller-Unruh Aides	
S.B. 90 (Educationally Disadvantaged Youth)	
Indian Education	
State Preschool	

State General Aid (Competitive):	✓
Early Childhood Education	
Bilingual Education	

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General Instructions—Section I

Use of Application Form

This application (Form A-127D) shall be used by every school district in applying simultaneously for funds from the following funding sources:

Elementary and Secondary Education Act, Title I
Elementary and Secondary Education Act, Title II, Phase I
Miller-Unruh Basic Reading Act
Educationally Disadvantaged Youth Programs (Senate Bill 90)
Indian Education
State Preschool Programs
Early Childhood Education Programs
State Bilingual Education

Form A-127D has been designed to be consistent with the program planning requirements as defined in *Instructions for Comprehensive Program Planning* (Sacramento: California State Department of Education, 1974), as amended. Other Department publications that provide administrative direction in the operation of these special programs are:

Awarding Early Childhood Education Expansion Funds, 1973
California School Accounting Manual, 1973
A Handbook for the Evaluation of Multifunded Educational Programs, 1973
Management Information and Requirements for Programs Funded Through the Consolidated Application, 1974

Administrative direction is provided also in the California Education Code (Section 5761) and in the California Administrative Code, Title 5, Education (sections 3900–3944).

Co mingling of Funds

This application form and accompanying instructions in no way authorize the commingling of funds or the consolidation of program accounts. A coordinated program may draw from several of the categorical aid funds received through the A-127D consolidated application form, but funds must be accounted for separately. Carry-over funds, when available, may be used to fund current program activities. If carry-over funds are to be rescheduled, a revision to the previous year's project must be processed and approved.

Preparation of the Form

At the top of each application page, enter the date and the identifying county and district code numbers of the applicant agency. For cooperative funded programs, the code numbers for the agency designated as administrative and fiscal agent should be used. The correct two-digit county code numbers, five-digit school district code numbers, and seven-digit school code numbers to be used in this application can be found in the latest edition of the *California Public School Directory* or *California Private School Directory* (Sacramento: California State Department of Education). Where requested, districts participating in a cooperative application should also be identified by name.

Submit three copies of the application, each bearing an original authorization signature on page 1. Section I of Form A-127D is due in the Department of Education before May 1. This will allow the Department to process applications for State Board of Education action at its June meeting. Section II of Form A-127D, including district budget and other required pages, must be submitted with school-level plans by July 1.

Specific instructions for some pages of the form are contained on the backs of those pages. If additional pages are required to complete a page of the form, attach the additional pages, and number them sequentially (Example: Page 10, 10.1, 10.2, and so forth).

Persons requiring additional information to prepare Form A-127D may obtain assistance by telephoning the Regional Service Teams or the Consolidated Application Entitlements and Reports Unit, State Department of Education.

Instructions for Page 1

Consolidated Application for Funds for Educational Programs

Complete the certification statement.

Enter information requested in the box on the left side of the page. In the section marked "Congressional district(s)," enter the identifying number(s) of all United States congressional districts included within the geographic boundaries of the districts or schools covered in the program application. (The State Department of Education is frequently requested by the Legislature to provide information on the relative proportion of funds expended in each congressional district. School districts may also be asked to supply such information.)

Check the funding sources to which this application is directed.

California State Department of Education
721 Capitol Mall, Sacramento, CA 95814
Form A-127D (Rev. 2-75)

Consolidated Application for Funds
for Educational Programs

Project number ☐☐ ☐☐☐☐☐ _____
County District code

_____
Name of district or agency

_____
Date this form was prepared

Certification for Participation in Cooperative Funded Programs

Fiscal Year 19__-__

1. Certification of participating agencies

Each of the undersigned representatives of agencies as shown in items 2(a) and 2(b) affirms that, to the best of his knowledge, the information contained in this application is correct and complete; that the local agency or other agency which he represents has authorized him to file this application; and that such authorizing action is recorded in the minutes of a meeting held by each agency on the date shown. The participating or intermediate educational agency named in item 2(a) has been designated as the administrative and fiscal agent for this program and is authorized to receive and expend funds for the conduct of this program. All participating agencies have entered into an agreement concerning the final disposition of equipment, facilities, and materials purchased for this program from consolidated funds.

2. Members of cooperative

(a) Certification by agency designated as administrative and fiscal agency for this program:

Legal name of agency			Name and title of authorized representative		Telephone number
			Signature of authorized representative	Date signed	Date of meeting
Street address			Name and title of director of program		Telephone number
City	ZIP code	County	Street address of director of program	City	ZIP code

(b) Certification by participating agencies:

Legal name of agency			Signature of authorized representative	Date signed	Date of meeting
Street address			Type or print name and title of authorized representative		Telephone number
City	ZIP code	County	Street address	City	ZIP code
Legal name of agency			Signature of authorized representative	Date signed	Date of meeting
Street address			Type or print name and title of authorized representative		Telephone number
City	ZIP code	County	Street address	City	ZIP code

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Certification for Participation in Cooperative Funded Programs (continued)

2. Members of cooperative (continued)

(b) Certification by participating agencies:

Legal name of agency			Signature of authorized representative	Date signed	Date of meeting
Street address			Type or print name and title of authorized representative		Telephone number
City	ZIP code	County	Street address	City	ZIP code
Legal name of agency			Signature of authorized representative	Date signed	Date of meeting
Street address			Type or print name and title of authorized representative		Telephone number
City	ZIP code	County	Street address	City	ZIP code
Legal name of agency			Signature of authorized representative	Date signed	Date of meeting
Street address			Type or print name and title of authorized representative		Telephone number
City	ZIP code	County	Street address	City	ZIP code
Legal name of agency			Signature of authorized representative	Date signed	Date of meeting
Street address			Type or print name and title of authorized representative		Telephone number
City	ZIP code	County	Street address	City	ZIP code
Legal name of agency			Signature of authorized representative	Date signed	Date of meeting
Street address			Type or print name and title of authorized representative		Telephone number
City	ZIP code	County	Street address	City	ZIP code

Form A-127D (Rev. 2-75)

Consolidated Application for Funds
for Educational Programs

Project number ☐☐ County ☐☐☐☐☐ District code _____

District Advisory Committee Membership and Assurances

Fiscal Year 19__-__

_____
Name of district or agency

_____
Date this form was prepared

1. Advisory committee membership

Names of members (A)	Representation (Parent, name of organization, community, nonpublic school, school district, or other) (B)	Check (✓) where applicable: Parent of participating student (C)	Employed by applicant district (D)	School Advisory Committee member (E)
Chairperson:				

2. Assurances

a. The District Advisory Committee membership indicated above is correct and complies with the stated requirements for all categorical programs included in this application.

b. Each member of the District Advisory Committee has been provided pertinent documents relative to state and federal regulations and planning requirements for each categorical funding source checked on page 1.

c. The District Advisory Committee has met regularly during the planning phase preceding the May 1 application deadline. The committee has completed a districtwide needs assessment on a school-by-school basis, has established district program goals and objectives, and has developed plans for the implementation and evaluation of programs funded in whole or in part through the Consolidated Application.

d. District Advisory Committee participation in the establishment of a time line for development of a districtwide Early Childhood Master Plan with a school-by-school phase-in plan is included, as applicable.

e. The district board of education has adopted written procedures to ensure prompt response to complaints and suggestions from parents, members of advisory committees, and members of other groups and has disseminated these procedures to key parent and community groups within the district.

f. The District Advisory Committee will review all school-level plans prior to their submission to the Department of Education to determine whether the programs are directed toward meeting the student needs identified. In particular, the committee will determine whether funds provided to meet the needs of educationally disadvantaged youth (EDY) or bilingual youth will be used directly toward meeting their needs. Affirmation of the committee action will be recorded in the minutes of its meeting, which will be filed in the district office. If the District Advisory Committee is unable to affirm the approval of the application, the Department of Education must be so notified in writing by July 1.

g. The total amount budgeted for activities of the District Advisory Committee is $ _____. (Enter the amount if the District Advisory Committee has exercised the option to budget for its activities.)

h. The schedule of planned meeting dates for next year is as follows:

[Signed] _____ Date signed _____
Chairperson, District Advisory Committee

_____ Telephone *( ) _____
Address of chairperson (Number, street, city, ZIP code)*

*Optional

California State Department of Education
721 Capitol Mall, Sacramento, CA 95814
Form A-127D (Rev. 2-75)

Consolidated Application for Funds for Educational Programs

Project number [ ][ ] County [ ][ ][ ][ ][ ] District code _____

_____ Name of district or agency

_____ Date this form was prepared

Certification of Participation of Children in Nonpublic Schools

Fiscal Year 19__-__

---

1. *To be affirmed by the district:*

   1.1 If no nonpublic schools are located in the district, check here: ☐

   1.2 The following nonpublic schools have assured the school district that they choose *not* to participate in this program:

---

2. *To be affirmed by the nonpublic school/school system and the district:* _____ Name of school/school system

   2.1 A nonpublic school representative is a member of the District Advisory Committee.

   2.2 The nonpublic school representative was consulted by public school officials during the planning of the compensatory education program.

   2.3 The number of project participants from nonpublic schools is shown correctly on page 6 of this application.

   2.4 An Assurance of Compliance (HEW Form 441) has been filed with the state and the school district for this school/school system.

   2.5 A complete and accurate description of services to be provided to children in this school/school system has been filed in the district office.

   2.6 Program participants have been identified by name, and a list of these names is maintained by the nonpublic school official.

---

3. *Certification:*

   The undersigned certify that this program application complies with state and federal regulations regarding participation in the program by eligible children who attend nonpublic schools.

   3.1 [Signed] _____ Date signed _____
   Authorized nonpublic school representative

   _____ Title

   _____ Nonpublic school agency

Instructions for Page 4

Certification of Participation of Children in Nonpublic Schools

Required of all applicants requesting ESEA, Title I, funds. Complete a separate page for each district in a cooperative program.

Item 1: Complete as indicated on a districtwide basis.

Item 2: These statements pertain to individual nonpublic schools or nonpublic school systems and are to be affirmed by the school district and a representative of each nonpublic school/school system in which compensatory education activities take place. Reproduce a separate page for each nonpublic school/school system within the district, and number the duplicated pages as 4.1, 4.2, and so forth.

Item 3: This certification is to be validated by authorized representatives of the nonpublic school/school system.

for Educational Programs

Project number ☐☐ County ☐☐☐☐☐ District code ____

Name of district or agency _____

Date this form was prepared _____

ESEA, Title I, Program Area Data

Fiscal Year 19__-__

Part I—District Information

1. Total number of school attendance areas in district (all levels) ..... _____
   Check type of district: Unified ( ) Elementary ( ) High school ( )

2. District school-age population:
   - 2.1 Number in public schools ..... _____
   - 2.2 Number in nonpublic schools ..... _____
   - 2.3 Number not enrolled ..... _____
   - 2.4 Total ..... _____

3. Total (unduplicated) count of children from low-income families:
   - 3.1 U.S. Census Bureau data ..... _____
   - 3.2 Aid for Dependent Children data ..... _____
   - 3.3 Secondary source[a] ..... _____
   - 3.4 Total ..... _____

4. Concentration of children from low-income families:
   - 4.1 District percent (Item 3.4 divided by Item 2.4) ..... _____
   - 4.2 Average number of children per school attendance area (Item 3.4 divided by Item 1) ..... _____

5. Average district expenditure per pupil from nonfederal funds:
   - 5.1 Program fiscal year 1975-76 (estimated) ..... $_____
   - 5.2 Program fiscal year 1974-75 ..... $_____
   - 5.3 Program fiscal year 1973-74 ..... $_____

[a] If a secondary source is used, a detailed description of these data as well as their correlation with Item 3.2 must be made available upon request by the Department of Education.

ESEA, Title I, Program Area Data

(continued)

NOTE: Rank all schools at or above the district's average level of poverty. (See Part I, item 4.1 or 4.2.)

Check each type of school(s) served. Complete a separate page for each type served.

_____ Elementary school(s)
(Specify grades.) _____
_____ Intermediate, middle, or junior high school(s)
_____ Senior high school(s)

Part II—School Information	Title I schools ranked (number or percent) from highest to lowest concentration of children from low-income families				
	1	2	3	4	5
1. School name					
School code					
2. School enrollment					
3. Grade levels of school					
4. Grade levels in Title I program					
5. Nonpublic schools only: 5.1 Number of nonpublic school children residing in the attendance area					
5.2 Number of nonpublic school children eligible for Title I services and residing in the attendance area					
6. Children (from public and nonpublic schools) living in the school attendance area: 6.1 Total number (2 + 5.1)					
6.2 Number from low-income families					
6.3 Percent of children from low-income families (6.2 divided by 6.1)					

721 Capitol Mall, Sacramento, CA 95814
Form A-127D (Rev. 2-75)

Consolidated Application for Funds
for Educational Programs

Project number ☐☐ County ☐☐☐☐☐ District code

Name of district or agency

Date this form was prepared

Preschools, Nonpublic Schools, Schools for Neglected or Delinquent Students

Fiscal Year 19__-__

Name and address of schools (A)	Number of sessions (B)	Number of hours per session (C)	Grade levels in school (D)	Grade levels served (E)	Projected enrollment Sept., 19__ (F)	Actual number of program participants to be served (G)	Amount of allocation			Total categorical aid budget (Cols. H + I + J) (K)	Per-pupil expenditure (Col. K divided by Col. G) (L)
							ESEA Title I (H)	EDY S.B. 90 (I)	State preschool (J)		
1. Preschools							$	$	$	$	$
2. Nonpublic schools											
3. Schools for delinquent children											
4. Schools for neglected children											

California State Department of Education
721 Capitol Mall, Sacramento, CA 95814
Form A-127D (Rev. 2-75)

Consolidated Application for Funds for Educational Programs

Project number ☐☐ County ☐☐☐☐☐ District code _____

Educationally Disadvantaged Youth Programs
Elementary Schools

_____
Name of district or agency

_____
Date this form was prepared

Fiscal Year 19__-__

Rank order of EDY program schools (A)	School name and code number (B)	Grade levels in school (C)	Estimated total enrollment (D)	ESEA, Title I rank (E)	Limited- or non-English-speaking rank (F)	Total EDY students in school (G)	EDY program grade levels (H)	EDY participants in grades served (I)	Estimated funding per EDY participant (J)	Check funding sources to be used: ESEA, Title I (all parts) (1)	ESEA, Title II (2)	EDY (S.B. 90, Chapter 6.10) (3)	ECE (4)	Other compensatory education funds (5)	Miller-Unruh (6)	State bilingual (7)	Indian education (8)
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	

Instructions for Page 7

Educationally Disadvantaged Youth Programs
Elementary Schools

All applicants receiving state and federal funds (except those receiving only ESEA, Title II, funds) must complete and submit page 7. All elementary schools receiving such funds should be listed on page 7. A separate form should be completed for each district participating in a cooperative program. Additional information that may be helpful in completing page 7 is contained in the following:

1. California Administrative Code, Title 5, Education, Section 3934, "Selection of Schools and Students"
2. *Instructions for Comprehensive Program Planning* (Sacramento: California State Department of Education, 1974), Section 1.5, "Selection of Schools and Allocation of Categorical Resources," pp. 6–9
3. *Addendum to the Instructions for Comprehensive Program Planning* (Sacramento: California State Department of Education, 1974)

Column A: Schools should be in rank order for the purpose of this page. The rank order of schools with programs for educationally disadvantaged youth is determined by the latest ranking of the State Testing Program. The school with the lowest percentile of student achievement should be ranked number 1 and listed first in column A; the school with the next lowest percentile of student achievement should be ranked number 2 and listed second; and so forth. If ranking based on the State Testing Program is considered inappropriate for the district's need (for example, because of bilingualism), the district may request an alternative method of ranking through the specified waiver procedure.

Column B: Enter the name and code number of each school.

Column C: Enter the grade levels in each school.

Column D: Enter each school's estimated enrollment for the next school year.

Column E: This is the ranking of district elementary schools based on the concentration of children from low-income families. Assign number 1 to the listed school with the greatest concentration of children from low-income families, number 2 to the school with the next greatest concentration of children from low-income families, and so forth. (See Page 5 [continued].)

Column F: This is the rank of each school based on the number or percent of students enrolled who are limited- or non-English-speaking. Assign number 1 to the school with the greatest number or percent of limited- or non-English-speaking students, number 2 to the school with the next highest number or percent, and so forth.

Column G: Enter the total number of educationally disadvantaged children enrolled in each school. (See the special instructions for identifying educationally disadvantaged youth.)

Column H: Enter the grade levels served by the educationally disadvantaged youth program in each of the schools.

Column I: Enter the number of EDY students served in each school.

Column J: Enter the amount to be expended per participant in the EDY program.

Columns 1–8: Indicate by placing a check (✓) in the appropriate boxes those funding sources to be used to fund the EDY program at each school. Carry-over funds may be included in determining the funding level.

California State Department of Education
721 Capitol Mall, Sacramento, CA 95814
Form A-127D (Rev. 2-75)

Consolidated Application for Funds for Educational Programs

Project number ☐☐ County ☐☐☐☐☐ district code

Educationally Disadvantaged Youth Programs
Secondary Schools

Name of district or agency

Date this form was prepared

Fiscal Year 19__-__

All schools listed are (check one):

☐ Intermediate, middle, and/or junior high schools

☐ Senior high schools

Rank order of EDY program schools (A)	School name and code number (B)	Grade levels in school (C)	Estimated total enrollment (D)	ESEA, Title I rank (E)	Limited- or non-English-speaking rank (F)	Total EDY students in school (G)	EDY program grade levels (H)	EDY participants in grades served (I)	Estimated funding per EDY participant (J)	Check funding sources to be used: ESEA, Title I (all parts) (1)	ESEA, Title II (2)	EDY (S.B. 90, Chapter 6.10) (3)	Other compensatory education funds (4)	State bilingual (5)	Indian education (6)
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															

Instructions for Page 8

Educationally Disadvantaged Youth Programs
Secondary Schools

All secondary schools receiving funds for educationally disadvantaged students must complete and submit page 8. Use a separate page or pages for intermediate schools, including middle schools and junior high schools, and for senior high schools. Check the appropriate box at the top left of page 8. List all participating schools for each of the categories applicable to the district. (Separate forms should be used for each district participating in a cooperative program.) Additional information that may be helpful in completing page 8 is contained in the following:

1. California Administrative Code, Title 5, Education, Section 3934, "Selection of Schools and Students"
2. *Instructions for Comprehensive Program Planning* (Sacramento: California State Department of Education, 1974), Section 1.5, "Selection of Schools and Allocation of Categorical Resources," pp. 6–9
3. *Addendum to the Instructions for Comprehensive Program Planning* (Sacramento: California State Department of Education, 1974)

Column A: Schools should be in rank order for the purpose of this page. The rank order of schools with programs for educationally disadvantaged youth is determined by the latest ranking of the State Testing Program. The school with the lowest percentile of student achievement should be ranked number 1 and listed first in column A; the school with the next lowest percentile of student achievement should be ranked number 2 and listed second; and so forth. If ranking based upon the State Testing Program is considered inappropriate for the district's need (for example, because of bilingualism), the district may request an alternative method of ranking through the specified waiver procedure.

Column B: Enter the name and code number of each school.

Column C: Enter the grade levels in each school.

Column D: Enter each school's estimated enrollment for the next school year.

Column E: This is the ranking of district secondary schools based on the concentration of children from low-income families as recorded on page 5. Assign number 1 to the listed school with the greatest concentration of children from low-income families, number 2 to the school with the next greatest concentration of children from low-income families, and so forth.

Column F: This is the rank of each secondary school based on the number or percent of students enrolled who are limited- or non-English-speaking. Assign number 1 to the school with the greatest number or percent of limited- or non-English-speaking students, number 2 to the school with the next highest number or percent, and so forth.

Column G: Enter the total number of educationally disadvantaged children enrolled in each school. (See the special instructions for identifying educationally disadvantaged youth.)

Column H: Enter the grade levels served by the educationally disadvantaged youth program in each of the schools.

Column I: Enter the number of EDY students served in each school.

Column J: Enter the amount to be expended per participant in the EDY program.

Columns 1–6: Indicate by placing a check (✓) in the appropriate boxes those funding sources to be used to fund the EDY program at each school. Carry-over funds may be included in determining the funding level.

California State Department of Education
721 Capitol Mall, Sacramento, CA 95814
Form A-127 (Page 7) (Rev. 2-74)

Consolidated Application for Funds
for Educational Programs

Project number ☐☐ ☐☐☐☐☐ _____
County District code

_____
Name of district or agency

_____
Date this form was prepared

Allowances for Specialist Teachers and Aides in Reading (Miller-Unruh)

Fiscal Year 19__-__

1. Check (✓) if district received only Basic Aid in 19__-__. (See instructions.) ☐

2. Participating schools

	Funding sources						Specialist teacher quota										
Name of school (A)	ECE (B)	ESEA, Title I (C)	S.B. 90 (D)	Bilingual Education (E)	December 19__, first period a.d.a. grades 1-3 (F)	Percent a.d.a. (Col. F) bilingual (G)	Basic quota (Col. F divided by 125 (H)	Percentile first grade below first quartile (I)	Col. F divided by 300 (if Col I is 30 percent or over) (J)	Total quota of teachers (Col. H plus Col. J) (K)	Maximum number (Col. K times 1.1) (L)	30 percent of Col. H (M)	Number of full-time specialist teachers to be employed (N)	Amount requested for Miller-Unruh aides (O)	Total salaries (actual or estimated) of specialist teachers in Col. N (P)	Number of specialists served by librarian (Q)	Total state allocation for specialist teachers for 19__-__ (R)
														$	$		$

3. Specialist positions being shifted for fiscal year 19__-__.

From																	
To																	
From																	
To																	
From																	
To																	
4. Totals (item 2 plus item 3)														$	$		$

Instructions for Page 9

Allowances for Specialist Teachers and Aides in Reading (Miller-Unruh)

Required of all applicants receiving Miller-Unruh funds. Complete a separate page for each district participating in a cooperative program, listing individual schools. All data on this page must be presented on an individual school basis, not on a districtwide basis. No district may have more Miller-Unruh specialist teachers next year than it had in previous years.

Miller-Unruh Basic Reading Act allowances shall be reduced by one-half in each instance in which (1) a school district, in the preceding fiscal year, did not receive State Equalization Aid or; (2) in the case of school districts within areawide aid districts, an individual school district would not have received Equalization Aid calculated upon its Assessed Valuation per a.d.a.

If additional pages are needed, duplicate this page, and number the duplicated pages as 9.1, 9.2, and so forth

For further information see the following:

1. *Instructions for Comprehensive Program Planning,* Section 1.5.5, "Allocation of Special Elementary School Reading Instruction Program (Miller-Unruh) funds," p.8
2. California Administrative Code, Title 5, Education, Section 3934, "Selection of Schools and Students," Part (f), "Special Elementary School Reading Instruction Program (Miller-Unruh)"

Item 1: Check if applicable.

Item 2: Complete as indicated.

Column A: List all schools that are to receive Miller-Unruh funds. An ECE school (continuing or expansion) may not receive the total of allowances from both ECE and Miller-Unruh funds. In such schools, the district may (1) relinquish the Miller-Unruh positions and receive the total ECE allocation; or (2) retain the Miller-Unruh allowance and reduce the ECE allocation in accordance with instructions for page 10, column I. Allowances for specialist teachers in reading may not be shifted to other schools as a result of savings created by Early Childhood Education funding. Schools shifting specialist teachers this year are to be reported in item 3 only and should not be reported in item 2.

Columns B, C, D, and E: Check if these funding sources are also used in this school.

NOTE: In Columns F, H, J, and L, increase all fractions to the next whole number (fractions need not be 0.5 or greater to be increased).

Column F: Complete as indicated.

Column G: Divide the number of pupils in grades one through three who are from homes in which English is not the primary language by the figure in column F to obtain the percent of bilingual pupils.

Column H: To determine each school's basic specialist teacher quota, divide the a.d.a. for grades one through three by 125 (Education Code Section 5781).

Column I: Complete as indicated, using data obtained from the most recently administered state reading tests.

Column J: If the figure in column I (percent of grade one pupils whose scores fall below the first quartile) is 30 percent or greater, the basic quota for specialist teachers should be increased by one specialist teacher for each 300 units of a.d.a. and fractional part thereof in grades one, two, and three (Education Code Section 5782). If this qualification is met, complete column J as indicated.

Column K: Complete as indicated to determine each school's quota for specialist teachers (column H plus column J).

Column L: Each school maintaining grades one, two, and three may employ specialist teachers not to exceed 110 percent of the basic quota shown in column K (Education Code Section 5783). Complete as indicated to determine the maximum allowable number of specialist teachers.

Column M: If the school is requesting approval to participate in the Specialist Teacher in Reading Program on a reduced basis (Education Code Section 5771.1), complete this column as indicated to verify the employment of at least 30 percent of the basic quota (column H).

Column N: Enter the actual number of full-time specialist teachers to be employed.

Column O: The school may request funds for specialist teacher reading aides if (1) the percent of grade one pupils whose scores fall below the first quartile (column I) is 30 percent or more; *and* (2) the percent of pupils from homes in which English is

not the primary language (column G) is 15 percent or more; *and* (3) the school receives Miller-Unruh funds only, or Miller-Unruh and ECE funds only. If these qualifications are met, the school may apply for one special reading aide for each specialist teacher in reading (Miller-Unruh) at the eligible school. Enter the amount of $2,700 per aide in column O. Priority of funding will be given to those schools that meet these criteria and that received these Miller-Unruh Aide funds in the 1974-75 project year.

Column P: Complete as indicated. This figure must be the actual or estimated total salary of specialist teachers shown in column M, including both Miller-Unruh and district contributions.

Column Q: This is the number of specialist teachers reported in Column L served by one or more librarians holding a credential authorizing service pursuant to provisions of Education Code sections 13289 and 13290.

Column R: Enter the amount that is to be allocated to the district by the state. This will be the actual amount of Miller-Unruh funds received last year (minus a proportionate amount for each position relinquished in ECE schools).

Item 3: Complete as indicated.

Column A: If a teacher is being moved from one non-ECE school to another because of greater educational need, provide all information for the school of assignment last year *and* for the school of assignment in this year.

Columns B–R: Complete as indicated. In columns N, P, and R, enter zeros (or reduced numbers) for the school that will not have the services of the transferred teacher(s) this year.

Item 4: Enter totals for columns N, O, P, and R. Enter the figure for column R on page 12, line 6.

721 Capitol Mall, Sacramento, CA 95814
Form A-127D (Rev. 2-75)

Consolidated Application for Funds
for Educational Programs

Project number ☐☐ ☐☐☐☐☐ _____
County District code

_____
Name of district or agency

_____
Date this form was prepared

Schools Continuing in the Early Childhood Education Program

Data Sheet I

NOTE: List all proposed ECE expansion schools on page 11.

Fiscal Year 19__-__

1. Check (✓) one: ☐ 1.1 District is operating K-3 Early Childhood Education programs.
   ☐ 1.2 District is operating a single school Early Childhood Education program of less than full (K-3) participation.
   Enter the participating grade levels: _____

2. Participating schools

School name (A)	School code (B)	December, 1974 a.d.a. of participating grades (C)	Number of EDY students (D)	Twenty-five (25) percent of Col. C (E)	Actual number of children (Col. D or E) used to generate $65 budget* (F)	Col. C multiplied by $130 (G)	EDY allowance (Col. F multiplied by $65) (H)	19__-__ Miller-Unruh specialist teacher funds (I)	Total ECE funds requested (Col. G plus Col. H minus Col. I) (J)
						$	$	$	$
Totals						$	$	$	$

_____ = 25 percent of line 2.3, page 11. This total is not to be exceeded when the totals of column E from pages 10 and 11 are added.

*Use whichever (D or E) is less. An exception to this rule is possible if the $65 EDY budget of another ECE school has been transferred to an ECE school of greater EDY need. In this situation, the increased EDY budget may not exceed the product of $65 multiplied by the number of EDY students reported in column D.

Instructions for Page 10

Schools Continuing in the Early Childhood Education Program

Data Sheet I

Page 10 is required of all applicants with continuing Early Childhood Education (ECE) programs. Complete a separate page for each district participating in a cooperative program.

For additional information see: California Administrative Code, Title 5, Education, Section 3934, "Selection of Schools and Students"; and *Instructions for Comprehensive Program Planning*, Section 1.5.6, "Award of Early Childhood Education Program funds," page 8. If additional space is needed, duplicate this page, and number added pages 10.1, 10.2, and so forth.

Item 1: Complete as indicated.

Item 2.: Complete as follows:

Column A: List all continuing ECE schools.

Column B: Enter the seven-digit school code number for each school.

Column C: Enter the average daily attendance (a.d.a.) of participating grades for each school as reported in the previous December a.d.a. report. (At least half should be in schools of great educational need as identified on page 9, column C.)

Column D: Enter the number of pupils in participating grades who qualify for EDY services. (See the special instructions for identifying educationally disadvantaged youth.)

Column E: In determining the educationally disadvantaged youth allowance, a district may not include more than 25 percent of its total a.d.a. for participating grades (box at bottom of column E). If the educationally disadvantaged youth a.d.a. reported in column D is greater than 25 percent of column C, the total additional educationally disadvantaged youth funds will be limited to $65 X 25 percent of the total a.d.a. for participating grades (column C). If the educationally disadvantaged youth a.d.a. for which the district will receive extra funds exceeds 25 percent of the a.d.a. for participating grades at some schools, the EDY a.d.a. reported for other schools must necessarily be reduced so that the total EDY a.d.a. for which the district will receive extra funds will not exceed 25 percent of its total a.d.a for participating grades (see bottom of column E). In this situation, the number of such pupils reported in column F should be the same as that of eligible pupils reported in column D for the schools of greatest educational need. Due to the $65 EDY budget shifts, the totals for schools with reduced numbers of eligible students (column F) will be lower than the totals in columns D or E and may be zero.

Column F: Enter the actual number of educationally disadvantaged youth reported in column E to be used in calculating the school's EDY allowance.

Column G: Complete as indicated to determine the basic allowance of ECE funds.

Column H: To determine the educationally disadvantaged youth allowance, multiply the actual number of educationally disadvantaged youth (column F) by $65. The total must not exceed 12½ percent of the total ECE allowance (column G).

Column I: If no Miller-Unruh funds are being requested for the school for next year, enter zero in this column. For fully funded ECE programs, kindergarten through grade three (K-3), enter in this column the total Miller-Unruh specialist teacher funds allocated to the school in the previous year. For ECE programs with less than full participation (1) divide the a.d.a. for participating grades by the total kindergarten through grade three a.d.a.; (2) multiply the resulting percent by the total Miller-Unruh allocation for the previous year; and (3) enter the product in column I.

Column J: Complete as indicated to determine the total ECE allocation.

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Consolidated Application for Funds
for Educational Programs

Project number ☐☐ ☐☐☐☐☐☐ _____
County District code

Expansion Schools in the Early Childhood Education Program

Name of district or agency _____

Date this form was prepared _____

Data Sheet II

Fiscal Year 19__-__

NOTE: Expansion candidate schools are to be listed on this page only.

1. Check one:
   - ☐ 1.1 The district is applying for Early Childhood Education (ECE) funds for the first time.
   - ☐ 1.2 The district operated less than a full K-3 school ECE program during the past year. Enter the participating grade levels: _____
   - ☐ 1.3 The district operated at least one full K-3 school ECE program during the past year.

2. If line 1.3 is checked, complete the following:
   - 2.1 State the maximum percent of district K-3 average daily attendance (a.d.a.) that could be included in the ECE program for next year. _____
   - 2.2 State the total district K-3 a.d.a. for next year (as estimated in the December a.d.a. report for the past year). _____
   - 2.3 State the maximum K-3 a.d.a. that could be included in the ECE program next year (2.1 multiplied by 2.2). _____

Participating schools:

School name (A)	School code (B)	December, 1974 A.d.a. of participating grades (C)	Number of EDY students (D)	Twenty-five (25) percent of Column C (E)	Actual number of children (Col. D or E) to generate $65 budget* (F)	Col. C multiplied by $130 (G)	EDY allowance (Col. F multiplied by $65) (H)	19__-__ Miller-Unruh specialist teacher funds (I)	Total ECE funds requested (Col. G plus Col. H minus Col. I (J)
							$	$	$
Totals						$	$	$	$

_____ = 25 percent of line 2.3, page 11. This total is not to be exceeded when the totals of column E from pages 10 and 11 are added.

*Use whichever (D or E) is less. An exception to this rule is possible if the $65 EDY budget of another ECE school has been transferred to an ECE school of greater EDY need. In this situation, the increased EDY budget may not exceed the product of $65 multiplied by the number of EDY students in column D.

Instructions for Page 11

Expansion Schools in the Early Childhood Education Program

Data Sheet II

All applicants for Early Childhood Education expansion funds must complete and submit page 11. A separate page should be completed for each district participating in a cooperative program. If additional pages are needed, duplicate this page, and number the additional pages 11.1, 11.2, and so forth. Additional information that may be helpful in completing page 11 is contained in the following:

1. California Administrative Code, Title 5, Education, Section 3934, "Selection of Schools and Students," Part (b), "Early Childhood Education"
2. *Instructions for Comprehensive Program Planning* (Sacramento: California State Department of Education, 1974), Section 1.5.6, "Award of Early Childhood Education Program Funds," p. 8

Item 1.1: All districts are eligible to apply for one school to participate in the Early Childhood Education (ECE) program. The data for that school are to be entered on page 11.

Item 1.2: For school districts that check item 1.2, the expansion candidate school is the same as the continuing school. All data on this page will apply to the (proposed) expansion grade levels.

Item 1.3: For school districts that check item 1.3, each school listed on page 11 will be a new candidate for ECE funding.

Item 2: Complete as indicated.

Item 2.3: Note that the 25 percent limitation on students for which the district is eligible to receive extra ECE funds for educationally disadvantaged youth applies to 25 percent of the number entered on line 2.3

Column A: Enter the names of all continuing ECE schools.

Column B: Enter the seven-digit County-District-School Code number for each continuing school.

Column C: Enter the average daily attendance (a.d.a.) of participating grades for each school as reported in the a.d.a. report of the preceding December. (At least 50 percent of the a.d.a. should be in schools of great educational need as identified on page 7, line 3.)

Column D: Enter the number of students who qualify as EDY students in participating grades. (See the special instructions for identifying educationally disadvantaged youth.)

Column E: In determining the educationally disadvantaged youth allowance, a district may not include more than 25 percent of its total a.d.a. for participating grades. (See the box at the bottom of column E.) If the educationally disadvantaged youth a.d.a. reported in column D is greater than 25 percent of column C, the total additional educationally disadvantaged youth funds will be limited to a total equal to $65 X 25 percent of the total a.d.a. for participating grades (column C). If the educationally disadvantaged youth a.d.a. for which the district will receive extra funds exceeds 25 percent of the a.d.a for participating grades at some schools, the EDY a.d.a. reported for other schools must necessarily be reduced so that the total EDY a.d.a. for which the district will receive extra funds will not exceed 25 percent of its total a.d.a. for participating grades. (See bottom of column E.) If this condition exists in the district, the number of pupils reported in column F should be the same as that of eligible pupils reported in column D for the schools with pupils with the greatest educational need. If shifts are necessary in the $65 EDY budget allowances, the totals in column F for schools with reduced numbers of eligible students will be lower than those reported in columns D or E and may even be entered as zero.

Column F: Enter the actual number of educationally disadvantaged youth reported in column E to be used in calculating the school's EDY allowance.

Column G: Complete the calculations indicated to determine the basic allowance of ECE funds.

Column H: To determine the educationally disadvantaged youth allowance, multiply the actual number of educationally disadvantaged youth (column F) by $65. The total must not exceed 12½ percent of the total ECE allowance (column G).

Column I: If no Miller-Unruh funds are being requested for next year in the school, enter zero in column I. For fully funded

ECE programs, kindergarten through grade three (K-3), enter in column I the total Miller-Unruh specialist teacher funds allocated to the school in the past year. For ECE programs with less than full participation, do the following: (1) divide the a.d.a. for participating grades by the total K-3 a.d.a.; (2) multiply the resulting percent by the total Miller-Unruh allocation; and (3) enter the product of this multiplication in column I.

Column J: Complete the calculations indicated to determine the total ECE allocation.

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Form A-127D (Rev. 2-75)

Consolidated Application for Funds
for Educational Programs

Project number ☐☐ ☐☐☐☐☐ _____
County District code

_____
Name of district or agency

_____
Date this form was prepared

Estimated Consolidated Application Funding Establishes Program Approval

Fiscal Year 19__-__

(Subject to the availability of federal and state funds and the completion of Section II, Form A-127D, and school-level plans.)

Funding source (A)	Date of termination of program operations (B)	Estimated amount of funds requested (C)	(For Department of Education use only) Estimated amount approved by State Board (D)	Date of Board action (E)
1. ESEA, Title I, Part A	8-31-	$	$	
2. ESEA, Title I, Part A (neglected)	8-31-			
3. ESEA, Title I, Part A (delinquent)	8-31-			
4. ESEA, Title I, Part C	6-30-			
5. ESEA, Title II, Phase 1	6-30-			
6. Miller-Unruh specialist teachers	6-30-			
7. Miller-Unruh aides	6-30-			
8. S.B. 90, Educationally Disadvantaged Youths	6-30-			
9. Indian Education	6-30-			
10. State Preschool	6-30-			
11. Early Childhood Education	6-30-			
12. Bilingual Education	6-30-			
13. Totals		$	$	

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Instructions for Page 12

Estimated Consolidated Application Funding
Established Program Approval

All applicants must complete and submit page 12. For a cooperative program, enter composite data for the entire program on this page.

Column A: The funding sources included in the consolidated application are listed.

Column B: Applicable calendar ending dates are printed on the form. Authorization to expend all *state* funds ends as of June 30 each year, with the exception of Early Childhood Education (Chapter 1147, Statutes of 1972) funds, which have carry-over provisions.

Authorization to expend all *federal* funds ends as of August 31 each year. ESEA funds have carry-over provisions to end on June 30 of the following fiscal year upon submission and approval of a revision request to the California State Department of Education.

Column C: Enter the amount the district expects to receive from each funding source, with the total at the bottom of the column. All entries must agree with the estimated totals of the entitlements calculated for each program.

Column D: (For Department use only) Note that authorization to expend all state and federal funds begins July 1 when approved at the June meeting of the State Board of Education. Subsequent approvals establish the authorization as of the date of State Board action.

General Instructions—Section II

Supplemental Application Data

The following pages must be completed to supplement application data for the Consolidated Application. This data must be submitted to the California State Department of Education, as an amendment/revision, by July 1. School-level plans for all schools with ESEA, Title I; Educationally Disadvantaged Youth; Early Childhood Education; Bilingual Education; and Indian Education programs must be submitted to the Department at that time. The following documents are required:

1. "Request for Revision or Amendment to Consolidated Application for Funds for Educational Programs," page 13
2. "District S.B. 90 Educationally Disadvantaged Youth Expenditures for Security," page 14, if expenditures for security are planned
3. "Special Program Budget," page 15, for all categorical funds included in the Consolidated Application
4. District Centralized Services Budget," page 16, for specified categorical programs
5. "Waiver Request," page 17—Consolidate all school-level waivers, and include any districtwide waivers. Supplement each waiver by doing the following: (a) List all schools in which the waiver will be implemented if the waiver is approved. If all project schools are included, so state; otherwise, list specific schools; and (b) Identify necessary maximum constraints on waivers to be imposed by the district if the waiver is approved (i.e., administrator/teacher ratio will not exceed _____ or teacher/pupil ratio will not exceed _____).
6. Any pages of Form A-127D (as submitted on May 1) on which are reported program components that have been modified

Amendment/Revision Approval Process

The amendment/revision submitted on July 1, together with the required school-level plans, will be reviewed by staff of the Department of Education. If program detail and compliance are adequate, notification of approval of this amendment/revision will be sent to the district by the beginning of the school term. The special program budgets must correlate with school plan budgets and estimated funding per participating pupils.

California State Department of Education
721 Capitol Mall, Sacramento, CA 95814
Form A-127D (Rev. 2-75)

Project number ☐☐ ☐☐☐☐☐ _____
County District code

Name of district or agency _____

Date this form was prepared _____ 19 ___

Is this a cooperative program? Yes ( ) No ( )

Revision or amendment number _____

(Number sequentially all amendments and revisions to the approved application.)

Request for Revision or Amendment to Consolidated Application for Funds for Educational Programs

Fiscal Year 19__ - __

Submit three copies of this page to: Consolidated Application Entitlements and Reports Unit, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.

1. The applicant agency designated below hereby applies to the California State Department of Education for a revision or amendment to the Consolidated Application (Form A-127D) to provide services for meeting educational needs as set forth in this revision/amendment.

Legal name of local educational agency (LEA)		
Street address		
City	County	ZIP code
Name of authorized representative		
Title of authorized representative		Telephone number
Program director (if other than superintendent)		Telephone number
Congressional district(s)		

2. The district's advisory committee has been consulted in the planning of Section II, Form A-127D, and the requested changes as submitted herein.

[Signed] _____ District advisory committee chairperson _____ Date

3. State the purpose(s) of the amendment(s) or revision(s):

Section II of Consolidated Application (Form A-127D) submitted to complete application data, including required school-level plans.

4. Attach an updated copy of each page of Form A-127D that has any data on it changed as a result of the requested amendment or revision. Add "Amendment" or "Revision" and the date to the top of each modified page. In *every case,* the District Special Program Budget must be updated and included.

5. *Certification for ESEA, Title I, funds only:* The proposed change will not adversely affect the program as it pertains to children attending nonpublic schools.

_____ Authorized nonpublic school representative _____ Date

6. *Certification:* I certify that state and federal regulations applicable to the use of these funds will be observed; that, to the best of my knowledge, the information contained in this application is correct and complete; that the local educational agency has authorized me, as its representative, to file this application; and that such action is recorded in the minutes of the agency governing board's meeting of _____ 19 ___.

[Signed] _____ Authorized representative _____ Date

_____ Type or print name and title of authorized LEA representative

7. Check (✓) in box indicating each funding source in the approved consolidated application (CA) and each funding source requested in this amendment (A) or revision (R):

Federal Categorical Aid:	CA	A	R
ESEA, Title I, Part A			
ESEA, Title I, Part A (Neglected)			
ESEA, Title I, Part A (Delinquent)			
ESEA, Title I, Part C			
ESEA, Title II, Phase 1			

State Categorical Aid:	CA	A	R
Miller-Unruh Reading Specialists			
Miller-Unruh Aides			
S.B. 90 (Educationally Disadvantaged Youth)			
Indian Education			
State Preschool			

State General Aid (Competitive):	CA	A	R
Early Childhood Education			
Bilingual Education			

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Consolidated Application for Funds
for Educational Programs

Project number ☐☐ ☐☐☐☐☐ _____
County District code

_____
Name of district or agency

_____
Date this form was prepared

District S.B. 90 Educationally Disadvantaged Youth Expenditures for Security

Fiscal Year 19__-__

1. Use this form to calculate the district S.B. 90 EDY security entitlement:

$$\frac{\text{District S.B. 90 EDY entitlement}}{81{,}000{,}000} \times 2{,}000{,}000 = \$\_\_\_\_\_ \text{(district security entitlement).}$$

2. Itemize and briefly describe how S.B. 90 Educationally Disadvantaged Youth security expenditures will be used in the district:

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Instructions for Page 14

District S.B. 90 Educationally Disadvantaged Youth Expenditures for Security

This page is required of all districts expending S.B. 90 funds for security purposes. (Complete a separate page for each district participating in a cooperative program.)

A portion of a district's S.B. 90 Educationally Disadvantaged Youth entitlement may be expended for noninstructional costs that include, but are not limited to, security, insurance, and expenses incurred as a result of vandalism.

rnia State Department of Education
apitol Mall, Sacramento, CA 95814
A-127D (Rev. 2-75)

Project number ☐☐ County ☐☐☐☐☐ District code _____

_____ Name of district or agency

_____ Date this form was prepared

k one: ☐ District or cooperative
☐ School

Consolidated Application for Funds for Educational Programs

Special Program Budget

Fiscal Year 19__-__

Objects of Expenditure	Elementary and Secondary Education Act, Title I				ESEA, Title II Phase 1
	Part A	Part A (Neglected)	Part A (Delinquent)	Part C	
Teachers' Salaries					
Supervisors' Salaries					
Librarians' Salaries					
Guidance, Welfare, Attendance Salaries					
Physical, Mental Health Salaries					
Other Certificated Salaries					
Instructional Aides for Direct Teaching Assistance					
Classified Administrative Salaries, District/County					
Clerical, Other Office Salaries					
Maintenance, Operation Salaries					
Food Service Personnel Salaries					
Transportation Personnel Salaries					
Other Classified Salaries					
Employee Benefits					
Textbooks					
Other Books					
Instructional Supplies					
Instructional Media Materials, Supplies					
Other Supplies					
Pupil Transportation Supplies					
Food					
Meals for Needy Pupils					
Other Food Services					
Equipment Replacements					
Contracts for Personal Services					
Travel, Conference, Other Expense Reimbursed					
Dues and Memberships					
Insurance					
Utilities, Housekeeping Services					
Contracts, Rents, Leases					
Audit Expenses					
Sites, Improvement of Sites					
Buildings, Improvement of Buildings					
Audiovisual Equipment					
Library Equipment					
Food Service Equipment					
All Other Equipment					
Indirect Costs – (Rate: ____ Percent)					
Totals					

Instructions for Page 15

Special Program Budget

These budget pages are to be used for both district (or cooperative) and school funds received through the consolidated application.

Do not make entries on crosshatched lines, because expenditures for these items are not allowable charges to these particular special programs. Further, indirect costs are not allowed for in any school budget but only in the district budget for ESEA, Title I; ECE; EDY (S.B. 90); and bilingual programs.

Application for the district's restricted indirect cost rate is filed with the Bureau of School Apportionments and Reports, Division of Financial Resources and Distribution of Aid, State Department of Education. Application must be made annually on J-85 and J-86 forms based on data from Form J-41 filed by districts for the second preceding fiscal year. The indirect costs rate for the Early Childhood Education, Educationally Disadvantaged Youth, and Bilingual Education programs may not exceed 3 percent. In calculating ECE, EDY, and bilingual indirect costs, utilize the established rate or 3 percent, whichever is less. Reimbursement for administrative costs may *not* be claimed except through the indirect support charges procedure. Once the approved restricted indirect cost rate is approved by the state, the formula to be used for calculating this allowance is as follows:

$$\frac{\text{Total entitlement minus capital outlay}}{\text{1.00 plus indirect cost rate in decimal form}} = D$$

D multiplied by the indirect cost rate equals the indirect cost dollar amount.

Enter the approved restricted indirect cost rate and dollar amounts in the space provided on this form. The indirect cost plus the entries for the object of expenditure items should equal the amount of the entitlement.

Districts participating in a cooperative project must apply separately for indirect cost rates if an indirect cost budget is desired.

Complete the district budget page as a composite for a cooperative program.

For information relating to the items listed on this page, see part III of the 1973 edition of the *California School Accounting Manual,* School Business Administration Publication No. 8 (Sacramento: California State Department of Education, 1973). Objects of Expenditure classifications, their content, and instructions regarding their use are contained on pages III-3 through III-10. Analysis of salaries may be found on page III-20.

Districts must (1) complete, at the beginning of the fiscal year along with the Annual Budget Report Form J-41B, the Annual Budget Report of Program Expenditures; and (2) submit at the end of the program year on forms provided by the California State Department of Education fiscal reports on each categorical program.

Consolidated Application for Funds for Educational Programs

Special Program Budget (Continued)

Fiscal Year 19__-__

Objects of Expenditure	Indian Education	Miller-Unruh		Senate Bill 90	
		Reading Specialists	Aides	Educationally Disadvantaged Youth (EDY)	Educationally Disadvantaged Youth (Security)
Teachers' Salaries					
Supervisors' Salaries					
Librarians' Salaries					
Guidance, Welfare, Attendance Salaries					
Physical, Mental Health Salaries					
Other Certificated Salaries					
Instructional Aides for Direct Teaching Assistance					
Classified Administrative Salaries, District/County					
Clerical, Other Office Salaries					
Maintenance, Operation Salaries					
Food Service Personnel Salaries					
Transportation Personnel Salaries					
Other Classified Salaries					
Employee Benefits					
Textbooks					
Other Books					
Instructional Supplies					
Instructional Media Materials, Supplies					
Other Supplies					
Pupil Transportation Supplies					
Food					
Meals for Needy Pupils					
Other Food Services					
Equipment Replacements					
Contracts for Personal Services					
Travel, Conference, Other Expense Reimbursed					
Dues and Memberships					
Insurance					
Utilities, Housekeeping Services					
Contracts, Rents, Leases					
Audit Expenses					
Sites, Improvement of Sites					
Buildings, Improvement of Buildings					
Audiovisual Equipment					
Library Equipment					
Food Service Equipment					
All Other Equipment					
Indirect Costs — (Rate: ____ Percent)					
Totals					

Consolidated Application for Funds for Educational Programs

Special Program Budget (Concluded)

Fiscal Year 19__-__

Objects of Expenditure	State Bilingual Education (Education Code Section 5761)	State Preschool	Early Childhood Education (ECE) Continuation Funding	ECE Expansion Funding	Totals
0 Teachers' Salaries					
0 Supervisors' Salaries					
0 Librarians' Salaries					
0 Guidance, Welfare, Attendance Salaries					
0 Physical, Mental Health Salaries					
0 Other Certificated Salaries					
0 Instructional Aides for Direct Teaching Assistance					
0 Classified Administrative Salaries, District/County					
0 Clerical, Other Office Salaries					
0 Maintenance, Operation Salaries					
0 Food Service Personnel Salaries					
0 Transportation Personnel Salaries					
0 Other Classified Salaries					
0 Employee Benefits					
0 Textbooks					
0 Other Books					
0 Instructional Supplies					
0 Instructional Media Materials, Supplies					
0 Other Supplies					
0 Pupil Transportation Supplies					
0 Food					
0 Meals for Needy Pupils					
0 Other Food Services					
0 Equipment Replacements					
0 Contracts for Personal Services					
0 Travel, Conference, Other Expense Reimbursed					
0 Dues and Memberships					
0 Insurance					
0 Utilities, Housekeeping Services					
0 Contracts, Rents, Leases					
0 Audit Expenses					
0 Sites, Improvement of Sites					
0 Buildings, Improvement of Buildings					
0 Audiovisual Equipment					
0 Library Equipment					
0 Food Service Equipment					
0 All Other Equipment					
Indirect Costs – (Rate: ____ Percent)					
Totals					

Special Program Budget Total $ _____

Consolidated Application for Funds for Educational Programs

District Centralized Services Budget

Fiscal Year 19__-__

Objects of Expenditure	State Bilingual Education	ESEA Title I	Early Childhood Education (ECE)	Educationally Disadvantaged Youth (S.B. 90)	Totals
1100 Teachers' Salaries					
1300 Supervisors' Salaries					
1400 Librarians' Salaries					
1500 Guidance, Welfare, Attendance Salaries					
1600 Physical, Mental Health Salaries					
1900 Other Certificated Salaries					
2100 Instructional Aides for Direct Teaching Assistance					
2200 Classified Administrative Salaries, District/County					
2300 Clerical, Other Office Salaries					
2400 Maintenance, Operation Salaries					
2500 Food Service Personnel Salaries					
2600 Transportation Personnel Salaries					
2900 Other Classified Salaries					
3000 Employee Benefits					
4100 Textbooks					
4200 Other Books					
4300 Instructional Supplies					
4400 Instructional Media Materials, Supplies					
4500 Other Supplies					
4600 Pupil Transportation Supplies					
4710 Food					
4720 Meals for Needy Pupils					
4790 Other Food Services					
4800 Equipment Replacements					
5100 Contracts for Personal Services					
5200 Travel, Conference, Other Expense Reimbursed					
5300 Dues and Memberships					
5400 Insurance					
5500 Utilities, Housekeeping Services					
5600 Contracts, Rents, Leases					
5700 Audit Expenses					
6100 Sites, Improvement of Sites					
6200 Buildings, Improvement of Buildings					
6410 Audiovisual Equipment					
6420 Library Equipment					
6430 Food Service Equipment					
6490 All Other Equipment					
Indirect Costs—(Rate: ____ Percent)					
Totals					
Total budgeted for evaluation					

_____ ÷ $_____ = _____ percent

Centralized services budget — Total A-127D budget

Instructions for Page 16

District Centralized Services Budget

1. Report on this page project management budgeted expenses that are not regularly assigned to a target school; i.e., not directly under the control or limited control of the school site principal (e.g., costs of director, psychologist, evaluators, secretaries, clerks, and bus drivers). In addition, fixed charges, supplies, and equipment for centralized services staff must be included. These centralized services expenses should be included in the total ESEA, Title I; Early Childhood Education; Educationally Disadvantaged Youth (S.B. 90); and Bilingual Education budgets. The approved indirect costs are to be included in the centralized services budget. In calculating ECE, ECY, and Bilingual Education indirect costs, utilize the established rate or 3 percent, whichever is less.
2. Evaluation expenses are prorated among budget categories 1900, Other Certificated Personnel; 2900, Other Classified Personnel; and 4300, Instructional Supplies. These should be added, and the total should be entered in the space provided at the bottom of the District Centralized Services Budget page. This evaluation budget is *not* in addition to the centralized services budget but represents that portion of the centralized services budget that will be allocated to evaluation activities.
3. Complete the calculations indicated at the bottom left of page 16.
4. The prorated share of the District Centralized Services Budget must be reported in each project school plan.

Project number ☐☐ ☐☐☐☐☐ _____
County District code

_____
Name of district or agency

_____
Date this form was prepared

Waiver Request

Fiscal Year 19__-__

(Complete for all district or school waivers on programs to be implemented this year.)

Cite the section to be waived:

Education Code Section _____

California Administrative Code,
Title 5, Education, Section _____

State Department of Education
Administrative Procedures Section _____

Other (specify) _____

Describe briefly the requirement to be waived:

State briefly why a waiver is considered essential to the implementation of the school plan or district program:

216

Check (✓) the funding sources involved:

ECE ____
ESEA, Title I ____
EDY (S.B. 90) ____
Bilingual (Education Code Section 5761) ____
Other (specify) _____

For Department of Education use only

Waiver: Approved ☐ Denied ☐

By: State Board of Education ☐
State Department of Education ☐

Date: _____

F74-67 03-0648 300 2-75 4M

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

February 28, 1975 CAER 75-45

To: County and District Superintendents
Attention: Consolidated Application Directors

From: William E. Webster, Deputy Superintendent for Programs

Subject: SPECIAL INSTRUCTIONS FOR CONSOLIDATED APPLICATION PROGRAMS FOR FISCAL YEAR 1975-76

The Consolidated Application documents for FY 1975-76 have been prepared. Some modifications in the application format have been made. The Regulations (Title 5, Division 5, Sections 3900-3944) and the Instructions for Comprehensive Program Planning, as developed for FY 1974-75, will be used for FY 1975-76, with certain exceptions. Some revision of the Regulations (Title 5) and the Instructions may be necessary when the new Federal Regulations, as required by PL 93-380 (H.R. 69), are implemented.

The following special instructions for the FY 1975-76 Consolidated Application (A-127D, A-127ES, and A-127Sec.) have been determined by the California State Department of Education:

1. District (A-127D) and School (A-127ES and A-127Sec) Level Application Submission Dates.

   1.1 A-127D, Section I--May 1

   Section I of the A-127D must be submitted to the State Department of Education by May 1 to be processed for submission to the June meeting of the State Board of Education. Section I contains the technical and estimated funding information necessary to establish a consolidated district program for the following year. Notification of approval by the State Board will be sent to the district.

   1.2 A-127D, Section II--July 1

   Section II of the A-127D to be submitted by July 1 includes the complete district budget based upon the combination of all school level plans and centralized services costs, together with other pages of the A-127D more appropriately completed at this time. Modifications to the previously submitted A-127D, Section I, may be included in this document. Section II is regarded as an amendment-revision to the document submitted May 1.

1.3 A-127ES and A-127Sec--July 1

All elementary (A-127ES) and secondary (A-127Sec) school level plans for schools with programs funded by ESEA Title I, Educationally Disadvantaged Youth (SB 90), Early Childhood Education, Bilingual-Bicultural Education, Indian Education, and State Preschool must be submitted to the State at this time for program review. (Schools with Miller Unruh and/or ESEA Title II Phase I programs only are not required to submit school level plans.)

1.4 Amendment-Revision and School Plan Notification of Approval--September 1

Approval of the Amendment-Revision, A-127D, Section II, and the school level plans will be announced to local agencies by September 1. If a local school plan is not considered satisfactory by the Department, such notification and recommendations for improvement will be submitted to the district. A revised school plan must be resubmitted for approval prior to December 1.

2. Selection of Schools for State EDY (SB 90) Program

2.1 Selection of Elementary Schools to Receive EDY Funding

2.1.1 Current EDY program schools will be EDY schools again in 1975-76 unless the district presents data demonstrating that the level of educational need at the school no longer warrants its inclusion.

2.1.2 If funds permit new elementary schools to enter the EDY program, they should be chosen according to the percentile ranking given for the 2nd and 3rd grades in the statewide assessment program. The statewide percentiles for the 2nd and 3rd grades of each school are averaged, and the school (of those not currently receiving EDY funds) with the lowest average will be the next one included in the EDY program. The second lowest average would determine the second additional school, etc.

2.2 Selection of Secondary Schools to Receive EDY Funding.

2.2.1 Current EDY program schools will be EDY schools again in 1975-76 unless the district presents data demonstrating that the level of educational need at the school no longer warrants its inclusion.

2.2.2 If funds permit new junior or senior high schools to enter the program, they should be chosen based on the 1974-75 school ranking as determined by numbers or percentages of students scoring below Q2 in reading or mathematics or according to requirements stated in Title V, Sec. 3934-C.

3. Identification of EDY Program Participants (pupils) at an Elementary School

3.1 If test data are available then pupils scoring below Q2 in reading or mathematics shall be designated as program participants.

3.2 If test data are not available in the spring prior to the budgeting of funds for a given elementary school, then the number of pupils scoring below grade level may be estimated by district assessment and teacher evaluations.

The actual participants will be determined by testing every pupil at the beginning of school in the fall. If the testing shows that the EDY funds that have been allocated to the school are greater or less than the district wants to expend there, then an amendment to the A-127D with corresponding revisions in the budget page of the A-127ES will be necessary.

4. Identification of EDY Program Participants at the Secondary Level

For estimating the number of program participants for 1975-76 for planning purposes, available test data should be used.

The actual program participants in each school will be determined by testing all students at the beginning of the school year. If the test results show that EDY funds must be adjusted to meet actual needs, then an amendment to the A-127D with corresponding revisions of the A-127Sec budget page(s) must be submitted.

5. Extra ECE Funding for Educationally Disadvantaged Pupils.

The ECE legislation provides that an extra $65 will be allocated for each ECE pupil who is below the first quartile in reading or mathematics (with a district limit of 25% of the ECE participants). If a district receives expansion funding in 1975-76, and a newly designated school does not have test data for all K-3 pupils, then the percentage of pupils scoring below Q1 on the first grade entry level test shall be multiplied by the school's K-3 ADA to estimate the number of K-3 pupils below Q1.

6. Funding Estimates for FY 1975-76 Planning Purposes.

6.1 Present information from the U. S. Office of Education and from the Governor's budget for the State of California indicates that districts should be advised to plan FY 1975-76 programs and submit funding estimates for these programs based upon the FY 1974-75 final grant.

6.2 There are two exceptions to this recommendation.

6.2.1 The Title II, Phase I program will be funded at approximately 50% of the FY 1974-75 grant award due to the consolidation of the other 50% into the new Title IV, Part B, program.

Public Law 93-380 (HR 69) establishes Title IV, Part B. This title consolidates 50% of the ESEA Title II, Phase I, funding with the NDEA Title III for FY 1975-76. The Department is awaiting instructions on the implementation of Title IV, Part B, program. When such instructions are available application information will be submitted to local agencies.

6.2.2 Expansion information for Early Childhood Education in FY 1975-76 is not available.

7. Carryover.

7.1 Federal law permits the carryover of unexpended funds for the ESEA Title I and Title II, Phase I, programs for a subsequent year. State legislation authorizes carryover for unexpended Early Childhood Education funds for a subsequent year. All other State program funding is available for the fiscal year only.

7.2 Reporting Requirements on the Use of Carryover funds.

7.2.1 The Federal Government and the State of California require that all expenditures on these programs be reported according to the fiscal year of the appropriation. Appropriate Departmental forms for that fiscal year must be used.

7.2.2 Where carryover funds are allowed, the budget for the project for that fiscal year is kept open for expenditures. This requires that a revision be submitted to the Department requesting an extension of time and rescheduling all surplus funds into accounts where expenditures are expected. Within each funding source where carryover is authorized, it is recommended that surplus funds be "lump-summed" into a major account classification for the present year's program and all expenditures in this account be charged to the previous year's funds until expended. A brief statement explaining the source of the surpluses and expenditure plan should be attached to the revision.

7.2.3 Where the use of carryover funds will result in a modification in the current year's program, a revision to the Consolidated Applicatio for the current year must also be submitted. (Example: carryover funds sufficient to include a new school in the program.)

7.2.4 When all funds have been expended for a fiscal year, the district should submit a final financial report on that account. This final financial report will close the account. This final financial report will also serve as the final claim for reimbursement on that account.

8. Indirect Cost.

8.1 The ESEA Title I program established a restricted indirect cost formula and procedures in July 1973. Administrative, personnel, and business services costs may be charged against this indirect cost account. Charges for these services may not be claimed unless an indirect cost rate has been established. Agencies must establish a restricted indirect cost rate annually. To establish an indirect cost rate, districts are to submit to the Bureau of Apportionments and Reports, California State Department of Education, Form No. J85 and receive approval of an indirect cost rate.

8.2 The Department of Education is planning to submit to the State Board of Education an indirect cost regulation to be included in Title 5. This will establish an indirect cost rate similar to the Title I restricted rate for certain State programs. The Department is proposing an indirect cost rate for the Early Childhood Education, Educationally Disadvantaged Youth, and the Bilingual-Bicultural programs to be established under the ESEA Title I restricted indirect cost formula, but with a maximum of 3%. A district may claim indirect cost under these programs to their approved indirect cost rate, or 3% whichever is less. Budgets should be planned for 1975-76 with indirect cost determined on this basis for these programs.

9. Advisory Council Membership.

Federal legislation (PL 93-380) establishes new requirements for parent advisory committees for ESEA Title I programs.

Section 141(a)(14) states:

> ...that the local educational agency shall establish an advisory council for the entire school district and shall establish an advisory council for each school of such agency served by a program or project assisted under Section 143(a)(2), each of which advisory councils--
>
> (A) has as a majority of its members parents of the children to be served,
>
> (B) is composed of members selected by the parents in each school attendance area,
>
> (C) has been given responsibility by such agency for advising it in the planning for, and the implementation and evaluation of, such programs and projects, and
>
> (D) is provided by such agency, in accordance with regulations of the Commissioner, with access to appropriate information concerning such programs and projects.

The Federal Government has not adopted Regulations to implement these statutes. When these Regulations are announced, they will govern the membership of the advisory committees for ESEA Title I.
While a district must meet the technical requirements identified above to participate in the ESEA Title I program, the California recommendations for consolidated advisory committees should be implemented whenever possible.

10. Minimum and Maximum Levels of Service.

California Title 5, Section 3932, Consolidated Categorical Aid Programs prescribes a percentage formula for determining the minimum and maximum allocation of combined categorical funds for the support of project participants. The Department of Education has determined that the minimum allocation of combined categorical funds should be $350 and the maximum combined categorical funds should be $550 for K-12 program funding for FY 1975-76. The Department is planning to request a general waiver from the State Board of Education to cover all agencies on this matter. (Preschool programs are an exception to this policy.)

11. ADA Determinations for ECE. (A-127D Page 10 and Page 11)

In reporting the December 1974 ADA for the participating grades in ECE schools, districts are requested to submit their ADA data to the first decimal fraction. (Example: 143.7 ADA) This standard practice on the part of the districts will facilitate an equitable distribution of funding.

12. Cooperative Projects.

12.1 Preliminary discussions between County Superintendents and the State Department of Education have been conducted with respect to greater County Office participation in the administration of cooperative projects. Where appropriate, County Offices are encouraged to serve as the administrative agent for cooperatives. Notification of any changes in the administration of a present cooperative project should be submitted to the Regional Service Team leader for approval.

12.2 Cooperative Advisory Committees

Due to the substantial distances between member districts participating in cooperative projects, as well as the different goals approved by the local boards of education for each member district, the appropriate functions for Cooperative Advisory Committees are:

(1) A review of the centralized services budget in proportion to the program expenditures provided for the children in each of the participating schools of the member districts.

(2) A review of the variety and type of services provided by the centralized services budget.

(3) A review of the latest evaluation reports of the cooperative.

(4) A review of all waivers proposed by the cooperative member districts for recommendation to the State Department of Education.

13. Educationally Disadvantaged Youth Programs--Security Expenditures.

(The following tentative guidelines will govern the use of EDY funding for security purposes for the fiscal year 1975-76 school year.)

GUIDELINES FOR SECURITY EXPENDITURES
UNDER THE EDUCATIONALLY DISADVANTAGED YOUTH PROGRAM
(Education Code 6499.238)

Security Activities.

A portion of a district's grant under the Educationally Disadvantaged Youth Program (Education Code 6499.238) may be expended for non-instructional costs, such as security services (guards, alarm systems, security devices); for repairs and maintenance related to vandalism; and insurance. Expenditures for security are limited to EDY (SB 90) project schools. Funds may not be expended for weapons and ammunition.

Determination of Security Funds.

The legislation restricts the total State expenditures for security by districts under this program to $2,000,000. Therefore, each district receiving Educationally Disadvantaged Youth Program funds is limited in its security expenditures to an amount determined by the following formula:

$$\frac{\$\ 2,000,000}{\$82,000,000} \times \text{District EDY Entitlement} = \text{Available Security Funds}$$

Application and Reporting Procedures.

1. Districts must submit a plan for security activities for Department of Education approval as part of the Consolidated Application (A-127D, Section II, Page 14).

2. A special program budget for EDY security is required in the Consolidated Application (A-127D, Section II, Page 15 continued)

3. A special program financial report will be required for EDY security expenditures at the end of the Fiscal Year.

14. Calendar of Significant Dates.

A calendar of special dates relating to the management of the Consolidated Application for FY 1975-76 is attached.

15. ESEA Title II, Phase I.

15.1 Reporting Requirements

The specific requirements for reporting purposes under the ESEA Title II, Phase I, program will be submitted to local educational agencies together with a final entitlement letter at a later date. Upon receipt of the entitlement letter, local agencies should prepare the unique reporting requirements for ESEA Title II and submit these to the Consolidated Application Entitlements and Reports Unit as an amendment to the Consolidated Application.

15.2 Materials for Career Education

Federal regulations and the California State Plan for ESEA Title II require that consideration be given to the needs of elementary and secondary schools for library resources to be utilized for instruction, orientation, or guidance in career education. This consideration should be equal to that given to the needs for materials to support other areas of instruction.

15.3 Distribution of ESEA Title II, Phase I Materials

School library resources may not be distributed solely on a per capita basis. Other criteria for consideration in the distribution of ESEA Title II, Phase I, materials are:

The requirements for elementary and secondary education
Quality of materials available
Quantity of materials available
Requirements of children in special instructional programs
Requirements of teachers in special instructional programs
Requirements of children in exemplary school programs
Requirements of teachers in exemplary school programs
Instructional material for cultural and linguistic needs of children
Degree of economic needs.

16. Secondary Career Education Component.

16.1 Career Education has been identified as an optional instructional component in secondary school-level plans (A-127Sec). While this component is encouraged, it is not the intent of the Department to assess this optional component for quality in rating the school-level plans for FY 1975-76.

16.2 Some special Career Education projects will be funded through the Consolidated Application in FY 1975-76. A special announcement concerning this program will be made in the near future.

If there are further questions concerning these items, call your Regional Service Team Leader or the Consolidated Application Entitlements and Reports Unit, telephone number (916) 322-4310.

CALENDAR OF SIGNIFICANT DATES
FOR THE CONSOLIDATED APPLICATION
JANUARY THROUGH DECEMBER 1975

March 1	Submission date for Form J85 to establish restricted indirect cost rate for special programs in the Consolidated Application.
March 15	E-127-I - Implementation Report on Early Childhood Education.
April 1	Notification to districts on Early Childhood Education expansion.
May 1	Districts submit Section I, A-127D, Consolidated Application, to Department for June State Board approval. (Applications submitted after this date will be processed to subsequent Board meetings.)
June 12-13	State Board of Education action on Section I, A-127D, Consolidated Application. Districts notified by Department of Board's action.
July 1	Districts submit Section II, A-127-1, Amendment-Revision to Consolidated Application to Department. This includes all school-level plans where ESEA Title I, EDY, ECE, State Preschool, and/or Bilingual funds are included. (A-127ES and A-127Sec)
July 1	Form J10A, "Annual Certification of the Application for Allowance for Specialist Teachers in Reading", FY 1974-75. and Form J9A, "Annual Certification of the Application for Allowance for Special Reading Aides", FY 1974-75.
August 15	District submits Consolidated Financial Reports on A-127 programs for FY 1974-75 for expenditures through June 30, 1975.
September 1	Department notifies districts regarding approved Section II, A-127-1, Amendments-Revisions, including approved school plans.
October 1	Comparability reporting date (tentative).
November 1	Form J10B submission date "Preliminary Certification of the Application for Allowance for Specialist Teachers in Reading".
November 21	District submits Comparability Reports to the State.
December 1	If previously submitted school-level plans have not been approved, this is the final date for resubmission and approval by the State.
December 15	E-127-1 - Implementation Report on Early Childhood Education.

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

April 9, 1975

CAER 75-59

To. County and Selected District Superintendents,
Cooperative Directors
Attention: Consolidated Application Directors

From: William E. Webster, Deputy Superintendent for Programs

Subject: SPECIAL INSTRUCTIONS #2 FOR CONSOLIDATED APPLICATION PROGRAMS FOR FISCAL YEAR 1975-76

On February 27, 1975, the initial Special Instructions for Consolidated Application Programs for FY 1975-76 were issued. These instructions identified new or modified requirements for the Consolidated Application for FY 1975-76.

Several new items have emerged which require further clarification for project directors in order to plan and implement the Consolidated Application. These new instructions are:

17. ESEA Title I Comparability--Exclusion or Inclusion, at District Option, of Local and State Categorical Funds for Bilingual, Handicapped, and Educationally Disadvantaged Children

The proposed new Federal regulations, governing comparability for the ESEA Title I Program, authorize local school districts, at their option, to include or exclude special categorical funds from state or local sources in the computation of comparability data for the ESEA Title I program. It is assumed that this provision will be maintained in the final Federal regulations. Local school districts should consider this provision in the allocation of resources under the Consolidated Application to assure ESEA Title I comparability compliance in their program next year. It should be noted that the district's choice to exclude or include these special categorical funds in determining ESEA Title I comparability, must be applied uniformly to all schools.

18. Early Childhood Education Funding Level ($140-$70)

The Governor's budget for 1975-76 contains language explicitly raising Early Childhood Education per pupil ADA allocations to $140 for the regular program with an additional $70 for the authorized educationally disadvantaged children in the program. This funding level will apply to the continuing programs under Early Childhood Education and to any expansion programs authorized. Local school districts are advised to complete pages 10 and 11 of the A-127D with these dollar amounts.

19. Consumer Education

The California State Department of Education encourages the consideration of consumer education as an optional component in programs conducted under the Consolidated Application. It is believed that consumer education can help provide the means by which students may be assisted in decision-making, purchasing, developing skills, attitudes, and understanding for a desired life style, social adequacy, and career preparation. It is essential that students understand the economic system of our society to be functional as an individual and a citizen.

Consumer Education should begin in the elementary school using the interdisciplinary approach and continue throughout secondary school. Through these concerted efforts in the educational process, students may be assisted in achieving consumer competencies. If information or assistance is needed on Consumer Education programs, contact your Regional Service Team.

20. Bilingual Bicultural Education Requirements

The California Department of Education, in compliance with the mandate of the Federal Court decision (Lau v. Nichols) has adopted the following policies related to the Bilingual Bicultural programs in the Consolidated Application.

20.1 If there are one or more students at a school site whose primary language is other than English, the school must meet the language and other educational needs of such students. This special instructional program may be met through the use of instructional aides, community volunteers, cross-age tutors, or peer tutors who speak the primary language of the student under the supervision of a credentialed teacher. This special Bilingual program should insure the development of educational skills in the primary language of the child. This approach should provide an authentic language model to encourage the development of English language skills. Instruction in all subject matter can best be achieved for the students whose primary language is other than English through this procedure.

20.2 If there are 15% or more of students whose primary language is other than English at an elementary school site or in a secondary school at the grade levels being served, the implementation of a Bilingual Bicultural program is required in the comprehensive School Plan, A-127ES or A-127Sec.

20.3 A suggested model for a Bilingual Bicultural program follows:

The California Department of Education has endorsed the concept of individualized instruction as an effective strategy for providing the basic skills. For the non-English and limited English speaking student, successful educational achievement can more effectively be accomplished in both the cognitive and affective domains through instruction in the mother tongue. English language skills for this student, both oral and written can also be developed by using the student's primary language in the instructional process.

The attached chart illustrates a five-level model designed to offer quality education for the bilingual bicultural individual. The model is expressed in five levels which may or may not be equivalent to a five year program. A five-year program to develop the language skills indicated and progress toward mastery of the desired subject matters is realistic. Progress from level one through level five would follow the same sequence regardless of grade level, but the entry point for each student would depend upon individual competencies and language dominance.

20.4 Recommended Objectives for a Bilingual Bicultural Program

For the student whose primary language is other than English, the following objectives, which are not ordered, provide a comprehensive educational program:

Develop oral language skills, listening and speaking, in English, based on well established oral language development in the primary language other than English.

Develop reading skills in English based on well established oral language skills in English and basic reading skills in the primary language other than English.

Study subject matter content through instruction in English in addition to instruction in the primary language other than English.

Recommended: Unknown concepts should be presented in the known language. Known concepts may be presented in the unknown language. Unknown concepts should not be presented in the unknown language.

Develop a positive self-concept through positive relations with others and through positive learning experiences.

Develop oral language skills, listening and speaking, in the primary language other than English.

Develop basic reading skills in the language other than English when the oral language skills are well established.

Study subject matter content through instruction in the primary language other than English both orally and in writing.

Develop writing skills in the language other than English based on well developed oral language skills and reading skills.

Provide instruction by authentic language and culture models for both English and the language other than English.

This bilingual bicultural program should develop a bilingual bicultural individual who is able to function socially and academically in two languages and in an environment of two cultures.

20.5 Program Recommendations for Identified Bilingual Bicultural Students

Participate in English classes appropriate for the age, ability, experience and language skills of the student.

Participate in classes of the language other than English appropriate for the age, ability, experience and language skills of the student.

Instruction should be presented in the following manner:

--Unknown concepts in the known language
--Known concepts in the unknown language

Provide opportunities to participate in Language Development, Reading, Mathematics, Multicultural Education, Social Studies, Science, Music, Art, Physical Education, and all other subject matter required for graduation with instruction in English and the language other than English.

21. Budgeting for Parent Involvement

The proposed Federal Regulations on ESEA Title I authorize expenditures for parent involvement activities. These funds are for expenses incurred for duties directly related to advisory committee activities and for expenses as delegates to authorized conferences. Budgeting for parent involvement activities is encouraged. For those districts who plan to provide ESEA Title I funds for parent activities, budgets should include parent involvement costs for FY 1975-76.

Some examples of appropriate reimbursements for expenses incurred by ESEA Title I parent advisory committee members and in parent education which may be paid from categorical funds are:

1. Tuition, registration fees, and per diem for attendance at workshops and conferences.
2. The cost of providing meeting facilities, equipment, supplies, baby sitting services, and transportation cost to and from advisory committee meetings for parent advisory committee members.
3. Expenses incurred by the local district in connection with visits by parent advisory committee members and parents to other Title I programs.
4. Other expenses incurred by parent advisory committee members while involved in committee activities should focus on the education of the child, the educational program of the school and of the school district, with training activities limited primarily to the local region. The local school board and the district administration are expected to provide the same prudent judgment in approving authorizations for expenses by parent council members under the Consolidated Application programs that the district would use in authorizing the use of other financial resources of the district.

22. Funding of ESEA Title I Nonpublic School Programs

A procedure for determining ESEA Title I funding to serve educationally disadvantaged pupils in nonpublic schools was developed by representatives of several school districts together with nonpublic school representatives. This procedure is recommended by the Department to local districts for determining the number of educationally disadvantaged participants and funding for nonpublic school programs under the ESEA Title I program.

MODEL FOR IMPLEMENTATION FOR ESEA TITLE I PARTICIPATION OF ELIGIBLE EDUCATIONALLY DISADVANTAGED NONPUBLIC SCHOOL PUPILS

To determine the number of nonpublic school (NPS) educationally disadvantaged pupils eligible to receive assistance using ESEA Title I funds, the Local Education Agency (LEA) should:

Step 1 - Identify public schools (PS) to be served by ESEA,Title I.
Step 2 - Notify all NPS of designated PS target areas.
Step 3 - Assist NPS administrators to identify all NPS pupils, Q2 and below, residing in PS target attendance areas for grades served in both the NPS and PS.
Step 4 - Combine the Q2, NPS and PS, pupils at the same grade levels.
Step 5 - Divide NPS Q2 population by total of Step 4. This equals percentage of NPS Q2 students residing in PS target areas.
Step 6 - Multiply LEA's Title I allocation times percentage derived in Step 5: this identified fiscal resource base for planning services to eligible NPS pupils. The funding for the NPS should be appropriate to the grade levels in the district served by the project.

FORMULA

$$\frac{\text{NPS (Q2)}}{\text{NPS (Q2)} + \text{PS (Q2)}} \times \text{District ESEA Title I Entitlement} = \text{ESEA Title I funds available to support students in the nonpublic schools}$$

Step 7 - Take the number of identified NPS project participants at a single NPS agency and divide by the total number of identified NPS participants at all NPS agencies. This equals the percent of funds going to a single NPS agency as determined by Step 6.
Step 8 - Divide total derived in Step 7 by minimum amount per pupil expenditure established by State Department of Education (SDE). This equals number of NPS pupils to be served.
Step 9 - Notify NPS of number of NPS pupils to be served.
Step 10 - Consult with NPS officials to plan compensatory education programs for NPS pupils based on an assessment of pupils' educational needs.
Step 11 - Involve NPS officials in the development of the appropriate pages of the A-127 ES or Sec or both building-level plans when services are provided at the NPS site. These NPS level plans should be on file with the district.

SPECIAL CONDITIONS

1. It is recommended that when a single NPS has less than eight (8) identified eligible pupils, that the Title I program not be operated at that NPS site. This is not to prevent the eligible NPS pupils from receiving Title I services at a public school site or from two or more NPS sites where a combination of eligible project participants shall exceed eight (8) pupils.

2. The NPS eligible pupils residing in an adjoining district's designated target school attendance area should be served jointly by the LEAs through an agreement making such an arrangement possible.

3. If a district decides to apply the "Reasonably coterminous" provision, it means that an educationally disadvantaged NPS student lives in a public school attendance area with a common boundary to a Title I target school attendance area.

23. Clarification on Instructions for the Comprehensive Secondary School Program Plan, A-127Sec

Page iv states:

> *Components marked with an asterisk must be considered in completion of the needs assessment activity. The results of the needs assessment and the level of project funds are used, then, to determine the components that will be implemented.

Clarification:

First priority for program implementation shall be given to the academic components of Language Development, Reading, Mathematics, Multicultural Education and Bilingual Education. An instructional component, or an instructional support component, need not be implemented if the district submits verification that the needs assessment does not show a discrepancy in the component or if the level of project funds does not warrant implementation. This verification should be submitted in the A-127Sec document.

24. Clarification of Language Development Definition in Comprehensive Elementary School Program Plan, A-127ES

Page iii states:

> Instruction includes grammar, punctuation, and spelling at appropriate levels.

The A-127ES may be used as a K-8 document. However, the major focus at the K-3 level program is upon oral language development (listening, speaking, reasoning, concept development, auditory discrimination, etc.). Primary children should begin to express themselves in writing, but the mechanics of written English should be introduced only when the teacher determines that these skills are appropriate to the developmental level of the individual child.

A list of appropriate instruments for evaluating the language development component will be mailed by the Office of Program Evaluation. The school's selection of a particular norm-referenced test would depend upon its appropriateness to the needs of the children in that school.

25. ESEA Title I Projects in Institutions Serving Neglected or Delinquent Pupils

ESEA Title I project proposals for neglected and delinquent programs are to complete pages 1, 6, 8, and 12 of the District Consolidated Application A-127D. In addition, most Neglected or Delinquent proposals should use the Comprehensive Secondary School Program Plan A-127Sec to report the school program. The parent participation and parent education components are not required. The organization of an Advisory Committee activity is optional. In situations where the pupils residing in a Neglected to Delinquent institution receive their educational services at a local public school, the local school Advisory Committee membership should have a representative of the institution.

26. Guidelines for Security Expenditures under the Educationally Disadvantaged Youth Program (Education Code 6499.238)

The California Department of Education, in agreement with the California Department of Finance, has recently formalized guidelines governing SB 90 security expenditures. These guidelines were submitted to the State Board of Education on April 11 for their review. The following guidelines will govern the expenditure of SB 90 security funds for the FY 1975-76 program.

Legislative Intent:

Education Code Section 6499.238 states:

> In approving projects under the "educational needs factor formula," as described above, the Superintendent of Public Instruction, with the concurrence of the Director of Finance, may, upon the request of the applicant district designate a portion of the district's entitlement which may be expended for noninstructional costs, including, but not limited to, costs for vandalism, security, and insurance. In no event, shall the amount of funds in the aggregate designated for such purposes for all districts in the state exceed two million dollars ($2,000,000).

Eligibility:

Security expenditures should be expended only for projects in Educationally Disadvantaged Youth SB 90 target areas. An EDY SB 90 target area is a school that has an approved EDY SB 90 program.

Determination of Security Funds:

The legislation restricts the total State expenditures for security by districts under this program to $2,000,000. Therefore, each district receiving Educationally Disadvantaged Youth program funds is limited in its security expenditures to an amount determined by the following formula:

$2,000,000 Total State Appropriation for EDY program	X	District EDY Entitlement	=	Available Security Funds

Security Activities:

A portion of a district's grant under the Educationally Disadvantaged Youth program (Education Code 6499.238) may be expended for noninstructional costs, such as security services (guards, alarm systems, security devices); for repairs and maintenance related to vandalism, and insurance.

Security expenditures may include but are not limited to:

- installing additional locks
- instituting an inventory and control system for keys
- replacing glass windows with break-resistant panes
- installing burglar alarm or electronic security systems
- modifying intercom systems to send and receive signals within the building
- contracting for private patrol surveillance
- furnishing mobile homes on school grounds for private families who will serve as watch people
- remodeling for private living quarters within a school building for custodians
- organizing a local district employee patrol service
- improving lighting by using floodlights
- installing closed circuit television cameras and a monitor center
- developing curriculum materials on cost and negative aspects of vandalism for teaching units
- designing an innovative program to instill pride and an "esprit de corps" in the school
- utilizing students in teams during the school day to patrol areas subject to malicious damage
- enlisting residents whose homes are located close to the school to report unusual or suspicious activity around those schools
- organizing parent-observer or parent patrol programs to check periodically on activities on school grounds
- repairing of damage as a result of a break-in or vandalism
- purchasing of additional insurance coverage above and beyond the district's insurance policy
- employing recreation personnel to provide playground activities during non-school hours
- replacing supplies, books, instructional equipment and materials destroyed by vandalism
- installing fire sprinkler systems

Limitations:

Purchase of firearms and ammunition is prohibited.

Noninstructional funds, being categorical in nature, are intended to supplement, not supplant, existing district resources which have been utilized for security expenditures.

Districts must not reduce expenditures of existing district resources and supplant those funds with Educationally Disadvantaged Youth noninstructional funds.

Application and Reporting Procedures:

1. Districts must submit a plan for security activities for Department of Education approval as part of the Consolidated Application (Page 14, A-127D).

2. A special program budget for EDY security is required in the Consolidated Application (A-127D).

3. A special program financial report will be required for EDY security expenditures at the end of the fiscal year.

4. Other reports, as needed by the Superintendent of Public Instruction, may be requested.

27. Health Education and Health Services

Programs included in the Consolidated Application can in most instances be considerably enhanced by the development of a comprehensive health program as an optional component. The provision of basic health services together with an appropriate program of health education taking place within a healthful environment will enable the student to function more effectively. Such programs will lead to improved academic accomplishments as well as desirable personal growth and development essential to the physical and mental well-being of the individual.

Major elements of a comprehensive health program such as nutrition education, mental and emotional health, environmental health, diseases and disorders, dental health, consumer health, drug use and misuse, and school health services are particularly appropriate for consideration in programs within the Consolidated Application. If information or assistance is needed concerning comprehensive health programs, contact your Regional Service Team.

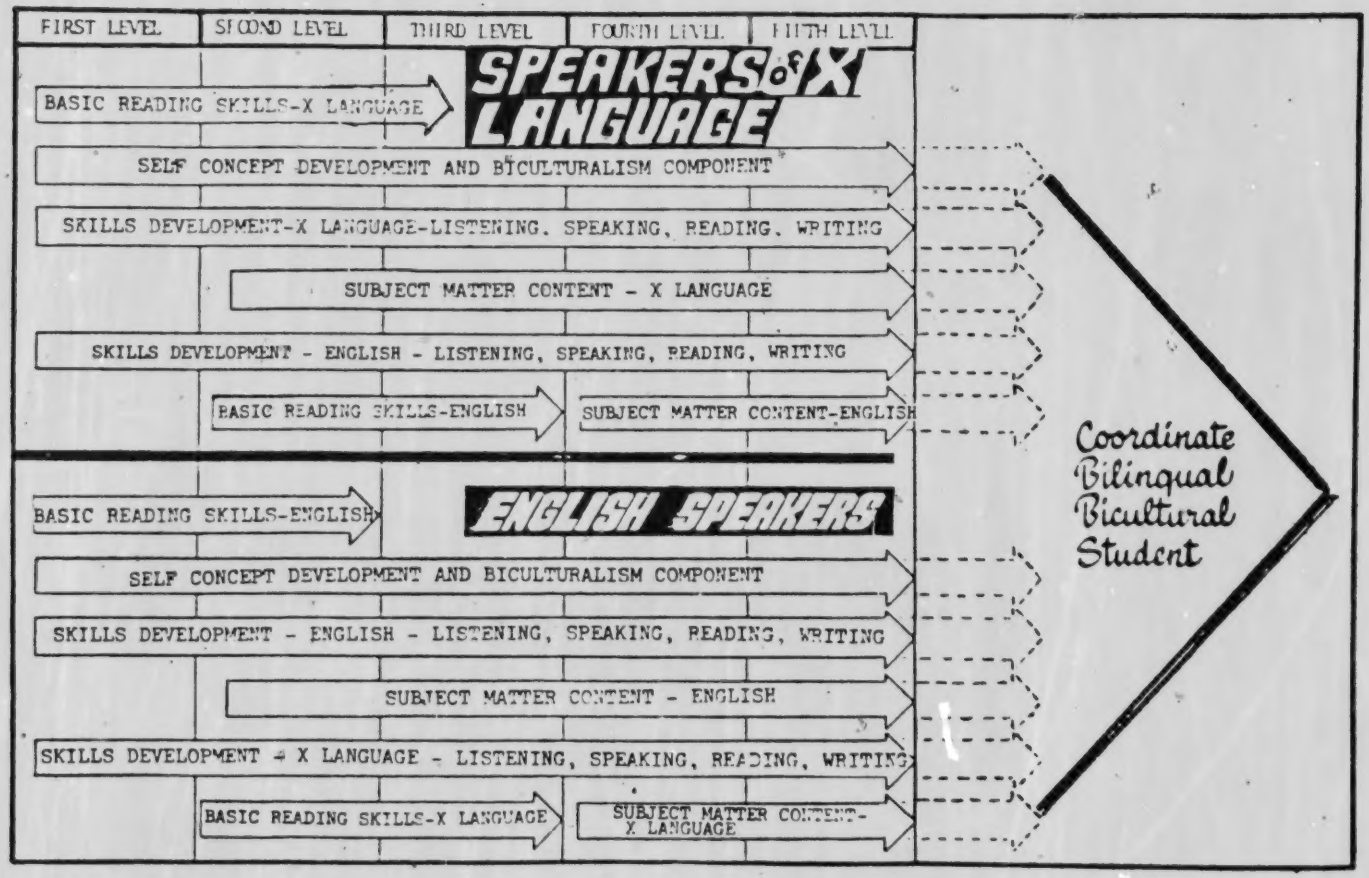
28. Early Childhood Education Policies Announcements

Within the past weeks several notices related to Early Childhood Education programs have been sent to local districts by the Early Childhood Education Management team. Consolidated Application Directors should make special effort to obtain these documents from ECE coordinators within the district since they relate to application procedures. These documents are:

Date	Subject
April 4, 1975	Continuing School Guidelines for School Level Plan Reporting on the A-127ES
April 4, 1975	Early Childhood Education Extended Authorization Information
April 10, 1975	Extended Authorization Information

IF THERE ARE QUESTIONS CONCERNING THESE MATTERS, PLEASE CONTACT THE REGIONAL SERVICE TEAM OR THE CONSOLIDATED APPLICATION ENTITLEMENTS AND REPORTS UNIT (916) 322-4310.

FIVE LEVEL BILINGUAL MODEL



SYSTEMATIC DEVELOPMENT OF LISTENING AND SPEAKING SKILLS SHOULD PRECEDE FORMAL READING AND WRITING INSTRUCTION IN THE SECOND LANGUAGE.

DEVELOPED BY: E. THONIS
READING CENTER
MARYSVILLE, CA

APPENDIX E

DECEMBER 1973

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
10 8:30-9:30 brief gen. mtng 9:30-10 team mtngs* 10-12 team leaders meet/coop directors 1 - Revisions & Amendments (5) (Rev/Amend)	11 8:30-12 orientation mtng 1-3 team meetings 3-3:45 functional groups 3:45 team meetings	12 8:30-12 Gen. mtng Documents 1 & 2 Needs Assessment Comprehensive planning 1-2 team meetings 2 - Rev/Amend (5)	13 8:30-12 Gen. mtng Program descriptions Title I/MDS/STEP/Title II Using the documents 1-2 team meetings 2 - Rev/Amend (5)	14 8:30-12 Gen. mtng Program descriptions ECE, Child Dev., Miller-Unruh Using the documents 1-2 team meetings 2 - Rev/Amend (5)
17 8:30-12 Gen. mtng Dist. level planning process 1-2 team meetings 2 - Rev/Amend (5)	18 8:30-5 Team training	19 8:30-12 Gen. mtng School level planning process 1-2 team meetings 2 - Rev/Amend (5)	20 8:30-12 Gen. mtng Fiscal management Evaluation Documents 4,5,6 M.A.R. 1-2 team meeting 2 - Rev/Amend (5) 2:30 Team ldr training	21 8:30-12 Gen. mtng Document 3 Voc Ed, Spec Ed, Pri. Sch Planning for January Critique of training 1 - Rev/Amend (5)
24 Revisions & Amendments as needed (5)	25 CHRISTMAS DAY	26 Revisions	27 & Amendments	28 as needed (5)
	1 NEW YEARS DAY	**JANUARY 1974** 2 8:30-12 County level presentation & assistance 1 - role playing & simulations	3 8:30-12 District level presentation & assistance 1 - Gen. mtng with Dr. Webster and Matrix Management Team	4 8:30-12 School level assistance 1 - coop Send off celebration!

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* All meetings will be held in the 2nd floor work area, 721 Capitol Mall except those marked (5) which will be held in room 325, 1500 5th Street. Afternoon team meetings from 1:00 - 2:00 may be held in either location.

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING 721 CAPITOL MALL SACRAMENTO 95814

December 10, 1973

TO : Superintendents of Schools
County Superintendents of Schools

FROM : WILSON RILES

SUBJECT: CONSOLIDATED APPLICATION

Last year the Department of Education required statewide use of a consolidated application for several categorical funds. This year we are developing further the approach begun in 1973. For 1974 we have established six regional service teams, roughly along the lines of the County Superintendent Regions but with modification to equalize workload. A map showing the regions is attached. We have appointed Team Leaders from the Department's administrative levels, and beginning January 1, 1974, these Leaders will be your contact persons for all matters pertaining to funding through the consolidated application.

The Team Leaders will be contacting you soon to (1) arrange for initial briefings on a regional basis and (2) to develop procedures for cooperatively providing assistance to districts in their program planning. The Department is stressing the process of comprehensive planning by districts and schools. Accordingly, the Department is identifying a number of "planning products" to be produced at the school and district levels as the basis for consolidated application preparation, program implementation, and future monitoring and review procedures. The Department's assistance for the planning process will be most intensive January through March. Briefings and assistance for consolidated application preparation will begin in March. The planning products are to be on file in the district and consolidated applications submitted to the Department by May 1, 1974.

The Department is striving to develop further its partnership with counties and districts. Your cooperation has been instrumental to date, and I know we can count on your leadership in 1974. Together we will keep our attention focused on the needs of California students. Any questions you might have concerning this memorandum should be directed to Dr. William E. Webster, Education Program Administrator, (916) 322-2563.)

Attachments

Wilson Riles

State of California

Department of Education

Memorandum

: ALL PROFESSIONAL STAFF

Date : December 7, 1973

File No.:

From : WILSON RILES

Subject: IMPLEMENTATION OF THE DELIVERY SYSTEM

At a recent staff meeting I discussed the importance of our new delivery system. Through your willingness to respond and the cooperation of your supervisors, members for six Regional Service Teams have been appointed. We are now in training, and the necessary support documents are being generated.

In January, these teams will be ready to start field operations, briefing and assisting school districts in their comprehensive planning and consolidated application processes.

The following staff members have been selected to participate in this high priority activity.

Regional Service Teams

RST 1	RST 2	RST 3
Doug Campbell, Leader	Brent Aikin, Leader	Vern Broussard, Leader
Barbara Stoltz	Jane Vinson	Claude Hansen
Eugene Antone	George Nemetz	Hal Andrews
Gene Bradford	Joe Portillo	Richard Williams
Morris Krear	Joe Ciochetti	Charles Ford
Hubert Reeves	Jerry Rider	Jose Martinez

RST 4	RST 5	RST 6
Al Coltharp, Leader	Jim Nelson, Leader	Rick Contreras, Leader
Mae McCarthy	Ron Temple	Urvan Rodriguez
Robert Howe	Vince Bello	Dave Hammond
J.W. Rollings	Frank Summers	J.C. Levendowski
Al Jaramillo	Helen Sebby	Leonard Hull
Bill McCormick	Emogene Trexel	Jim McIlwrath

As you know, this process has evolved over a period of years. I sincerely hope that all of us can assist and support this effort to insure its success during the coming months and through subsequent years.

Wilson Riles

THE DEPARTMENT OF EDUCATION
The New Delivery System

Over recent years, categorical programs in education have multiplied rapidly, both from federal and state funding sources. Each of these involved individual regulations and requirements, forcing school districts into complex application procedures, numerous reports, and often duplicating services to children. Neither at state nor at local levels were provisions made for integrating these programs to maximize their effectiveness. At the Department, separate divisions were charged with administering the programs, each autonomous and out of communications with the others.

One of the major goals of the reorganization of the Department under Superintendent Riles was to improve the effectiveness of services rendered to school districts, resulting in enhanced education throughout California. The creation of the Education Program Matrix as a major reorganization represented the first move in that direction. The barriers between divisions were broken, and cooperative efforts among all managers toward comprehensive services were commenced. The structure of three age-spans (Early Childhood, Intermediate, and Adult/Secondary) provided leadership and a rational base for comprehensive program planning from the support units (Compensatory Education, Special Education, General Education, Vocational Education, and Child Development). The managers of both the age span and support units were charged with implementing these plans.

Concurrently, under a charge from a legislative resolution (ACR 127), the development of a consolidated application was commenced in 1969. A draft was developed and field tested with a number of districts. After revision based on evaluation, the A-127 (Consolidated Application) was used by all districts applying for categorical funds for 1973-74.

Technical Assistance Teams, staffed from the various program units in the Department on an ad hoc basis, trained and assisted local administrators in planning and completing the application forms. For the first time, applications reached the Department early enough to review and approve virtually all of them to make possible notification of districts prior to the beginning of the school year. The process was evaluated, and served as a basis for planning the current thrust.

The resulting "New Delivery System" for the Department consists of four major components:

(1) Local Comprehensive Program Planning Assistance. As a first step in considering the use of categorical funds, local educational agencies will conduct a comprehensive planning program. Involving parents, staff, and the community in a needs assessment, goals and objectives will be developed both at school and district levels resulting from identified needs of children. Then, based on available resources, the local agency will develop programs to meet the objectives, as well as plan management systems and evaluation plans.

Six regional teams, from the Department, assigned on an ad hoc basis, will train and assist district and school personnel in this process, starting in January, 1974. By March or April of that year, each district should have completed the process and have on file the plans which represent the product of this effort. While all resources should be considered for meeting the needs of children, those which comprise the consolidated applications are: ESEA Title I, ESEA Title II, Phase I, Early Childhood Education Program, Educationally Disadvantaged Youth Program (SB 90), Miller-Unruh Basic Reading Act and Special Reading Aide Programs, and Special Teacher Employment Program.

(2) Consolidated Application. Only when comprehensive planning is completed, will the application process for specific categorical program funds commence. This should reverse the practice of fitting programs to funding, as has frequently been the case. Now the product of the planning period will be used as the data for completing the A-127 (Consolidated Application).

It is expected that from March through May, the regional teams will assist district personnel in the completion of the application. The objective is to have virtually all projects received in the Department by May, 1974, thus making it possible for districts to receive their grant letters (subject to availability of funds) before the beginning of the new school year.

In the past, local educational agencies had to comply with different regulations and follow guidelines generated for each program. A major positive change at this time is the development of consolidated regulations, and instructions for the total process into one simple, brief document. It includes a consolidation of regulations, guides to comprehensive planning, the A-127, evaluation, fiscal management, and reporting. These will be the basis for training and operations in the preparation and implementation of 1974-75 programs.

(3) Monitoring and Review. One of the mandated functions of the Department is to assure compliance and qualities of programs. This can only be achieved through direct visits to school and/or district sites by Departmental teams. In the past, different programs developed their own rationale and procedures for this process.

Currently, requirements, approaches, and procedures employed by different units in the Department for monitoring and reviewing programs are being studied and assessed, in order to develop a consolidated, comprehensive procedure for this activity. It is anticipated that during 1974-75 Departmental teams will carry out this function with large samples of districts throughout the State, utilizing the consolidated procedures now being developed.

(4) Promising practices. This fourth part of the Delivery System is projected at this time; work on its development has not begun. However, once developed and implemented it has the potential of providing much improvement in educational programs throughout California.

Many districts, schools, and units in the Department have developed practices for classroom or program application which represent more

effective ways of educating children. These exist at all grade levels from kindergarten to the 12th grade, and in all curricula areas. Most commonly, they may be found in one district, with little opportunity for replication and dissemination to other agencies. Several units in the Department are now disseminating such programs and practices, without coordination and integration into the overall thrust.

It is anticipated that a consolidated effort will lead to packaging and disseminating such "promising practices" to local educational agencies through a comprehensive effort, tied into the delivery system. It will assure the widest possible adoption of effective educational techniques and practices to enhance educational programs for children throughout California.

These are the four major components of the new "Delivery System." Built into the process is constant evaluation by district, county, and Department staffs, drawing also on community and parent participation. The Department will keep the process flexible and open to revisions and improvements, for maximized effectiveness of services to schools and school districts.

APPENDIX F

WORK PLAN FY 74-75 - REGION II

Jane Vinson, Team Leader
Bob Charlton
Stan Ostling

DATES	OBJECTIVE	ACTIVITY	PERSONNEL
November	Dissemination of documents (Regulations and Comprehensive Planning Document) and explain future services and itinerary of the Delivery System (RST).	Individual conferences with each county superintendent in the 21 county region	3 RST
December 3, 4, 5	Dissemination of documents, Needs Assessment procedures, and explain future services and itinerary of the Delivery System (RST) to district superintendents and project directors.	Two large workshops at Sacramento and Fresno	3 RST 1 ECE 1 Eval. 1 Bi-L 1 CAER
December, January, February	Instruct program level personnel in comprehensive program planning. Attendance by: Superintendent or Proj. Director Principal Project Writer Resource Personnel Teachers Parents DAC Chairman SAC Chairman	Nineteen workshops	3 RST 1 ECE 1 Eval. 1 Bi-L 1 CAER
February 19, 20, 21	Present new consolidated application (A-127) and school-level documents (A-127S)	Two large workshops at Sacramento and Fresno	3 RST 1 ECE 1 Eval. 1 Bi-L 1 CAER
February March April	Field review by consultants. Final assistance to districts for completion of application. Preparation of procedures to expedite application processing.	Scheduled conferences with individual district project writers and project directors	3 RST 1 ECE 1 Eval. 1 Bi-L 1 CAER
May, June	Approve all A-127 applications.	Application Review	3 RST

WORK PLAN FY 74-75 - REGION II (Cont'd)

DATES	OBJECTIVE	ACTIVITY	PERSONNEL
July, August, September	Complete project review and follow-up. Complete project amendments. Carryover.	Review all projects, amendments, revisions, carryover processing	3 RST
September, October	Complete office functions relative to team activities and plan 75-76 activities.	1. process amendments and revisions 2. implementation assistance 3. problem solving 4. non-public school relations 5. response to complaints 6. team planning 7. team preparation 8. other internal management	3 RST

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
721 CAPITOL MALL, SACRAMENTO 95814

RST AND CAER STAFF DEVELOPMENT

Sunset Whitney Ranch Clubhouse

Monday, October 21, 1974

8:00 - 11:30	Processing Procedures Hal Andrews
11:30 - 1:30	Luncheon Speaker: Manuel V. Ceja "Functions of RST"
1:30 - 4:30	Claude Hansen Early Childhood Education
	Malcolm Richland Evaluation (E127)
	Jose Martinez Evaluation (Bilingual)
	Barbara Wilson Evaluation (ECE)
	Vernon Broussard Program Review and Improvement

Rancho Murieta

Tuesday, October 22, 1974

8:00 - 11:30	Processing Procedures Hal Andrews
	Review of Documents Gene Bradford
11:30 - 1:30	Luncheon
1:30 - 4:30	A127D Rich Contreres

RST and CAER Staff Development

Wednesday, October 23, 1974

8:00 - 11:30	A127D Rich Contreres
11:30 - 1:30	Luncheon
1:30 - 4:30	A127D Rich Contreres

Thursday, October 24, 1974

8:00 - 11:30	Funding Comparability Fiscal Management Jim McIlwrath Jim Nelson
11:30 - 1:30	Luncheon Speaker: William Webster "The Delivery System"
1:30 - 4:30	Comprehensive Program Planning Jim McIlwrath

Friday, October 25, 1974

8:00 - 11:30	A127S (ES-SS) Chuck Ford
11:30 - 1:30	Luncheon
1:30 - 4:30	A127S (ES-SS) Chuck Ford

RST/CAER STAFF DEVELOPMENT
RANCHO MURIETA
November 19, 20, 21, 1974

Tuesday

8:00 Role and Function of RST - Bob Howe and Bruce Lowrey

10:00 A127D - Rich Contreras

12:00 Luncheon
Manuel V. Ceja - Informal Discussion

1:30 A127D - Rich Contreras

1:30 Secretaries Rap Session - Jan Lee

Wednesday

8:00 A127D - Rich Contreras

10:30 Role and Function of RST - Bob Howe and Bruce Lowrey

12:00 Luncheon
Manuel V. Ceja - Informal Discussion

1:30 Documents - Gene Bradford

3:00 A127ES - A127SS - Chuck Ford

Thursday

8:00 Preschool - William Whitteneck, Diane Carey, Edwina Mather, Don Reed, Fran Walker

8:00 Secretaries Rap Session

10:00 Procedures - Hal Andrews and Jim McIlwrath

12:00 Luncheon
Manuel V. Ceja Informal Discussion

1:30 Parent Advisory Committees - John Church and Joe Portillo

3:30 Role and Function of RST - Bob Howe and Bruce Lowrey

State of California

Department of Education

Memorandum

5373-1018-3-5/2

To : Wilson Riles

October 18, 1974

From : Manuel V. Ceja

Subject: RST/CAER Staff Development

The Regional Service Teams and the Consolidated Application Entitlements and Reports units are having a full week of inservice training from Monday, October 21st through Friday, October 25th.

We would like very much to have you join us for lunch and speak to the entire group on Tuesday, October 22; Wednesday, October 23; or Friday, October 25; or, any time during the week at your convenience.

You are also most welcome to attend any or all of our workshop sessions. A copy of our schedule is attached for your information.

Kindly contact me, or my secretary, Jan Lee (5-2590) or Ray Kine (2-3483) to notify us of the time you will be able to be with us.

MVC:jvj

Attachments: Schedule
Map

State of California

Department of Education

Memorandum

5566-1115-1-5/4

To : RST/CAER Professional and Secretarial Staff

November 15, 1974

From : Manuel V. Ceja

Subject: Staff Development: November 19, 20, 21.

Staff Development sessions for all RST/CAER professional and secretarial staff members will be held at Rancho Murieta on Tuesday, Wednesday, and Thursday, November 19, 20, and 21. The sessions will begin at 8 a.m. each day. Attendance of all staff members is required. Please bring your binder.

The costs have been determined to be $28.20 per participant for the three days. Please make checks payable to Robert Charlton, RST/CAER Inservice, and deliver to Rae Kine (RST II) on Friday, November 15, or Monday, November 18. Your prompt attention to this matter is very much appreciated.

MVC:jj

State of California

Department of Education

Memorandum

5373-1018-3-5/3

To : William Webster

October 18, 1974

From : Manuel V. Ceja

Subject: RST/CAER Staff Development

Thank you for adjusting your busy schedule in order to be with us for luncheon on Thursday, October 24, 1974. We are all looking forward to having you speak as our luncheon speaker.

Our meeting on Thursday will be held at Rancho Murieta. We plan to conclude our morning session at 11:30 and luncheon will be served at 12:00 a.m.

You are more than welcome to attend any or all of our workshop sessions. A schedule is attached for your information.

We are all looking forward to having you join us.

MVC:jvj

Attachments: Map
Schedule

State of California | Department of Education

Memorandum

To : RST Leaders
RST Professional Staff
RST Secretarial Staff
CAER Administrator
CAER Professional Staff
CAER Secretarial Staff

Date : October 17, 1974

File No.:

From : Manuel V. Ceja Manuel V Ceja

Subject: Staff Development

Staff development sessions have been planned for all RST and CAER personnel.

Attendance is required of all professional and secretarial personnel on Monday (October 21) and Tuesday (October 22).

Attendance is required of all professional staff on Wednesday (October 23), Thursday (October 24) and Friday (October 25). Secretarial personnel are invited to attend Wednesday through Friday; however, their attendance on these three days is optional.

RST leaders and CAER administrator will work out transportation for their own staff members. If you need assistance with transportation please call Rae Kine, RST II, 2-3483.

Fees should be paid to Rae Kine by 3:00 p.m., October 18. In the event this is not possible, the money must be paid by 8:00 a.m., Monday morning, October 21, at Sunset-Whitney Ranch. (See attached.)

MVC:rk
Attachments

APPENDIX G

APPENDIX G

REGIONAL SERVICE TEAM II
for 1975-76

Staff Meetings

September	12, 1974	-	9:00 a.m. - 3:00 p.m.
	17	-	9:00 a.m. - 12 noon
	18	-	1:30 p.m. - 4:00 p.m.
	19	-	9:00 a.m. - 3:00 p.m.
	20	-	9:00 a.m. - 3:00 p.m.
	27	-	9:00 a.m. - 12 noon
November	12	-	1:30 a.m. - 4:00 p.m.
January	6, 1975	-	1:30 p.m. - 4:00 p.m.
	13	-	1:30 p.m. - 4:00 p.m.
	20	-	1:30 p.m. - 4:00 p.m.
	27	-	1:30 p.m. - 4:00 p.m.
February	10	-	1:30 p.m. - 4:00 p.m.
	19	-	9:00 a.m. - 4:00 p.m.
	20	-	9:00 a.m. - 4:00 p.m.
March	3	-	1:30 p.m. - 4:00 p.m.
	10	-	1:30 p.m. - 4:00 p.m.
	24	-	1:30 p.m. - 4:00 p.m.
April	4	-	1:30 p.m. - 4:00 p.m.
	14	-	1:30 p.m. - 4:00 p.m.
	21	-	1:30 p.m. - 4:00 p.m.
	28	-	1:30 p.m. - 4:00 p.m.

REGIONAL SERVICE TEAM II

TOTAL REGIONAL SERVICE TEAM STAFF DEVELOPMENT SESSIONS

October 21, 1974	-	8:00 a.m. - 4:00 p.m.	
22	-	8:00 a.m. - 4:00 p.m.	
23	-	8:00 a.m. - 4:00 p.m.	
24	-	8:00 a.m. - 4:00 p.m.	
25	-	8:00 a.m. - 4:00 p.m.	
November 19	-	8:00 a.m. - 4:00 p.m.	
20	-	8:00 a.m. - 4:00 p.m.	
21	-	8:00 a.m. - 4:00 p.m.	

MEETINGS WITH OTHER PROGRAM UNITS

September 25, 1974	-	8:00 a.m. - 4:00 p.m.	- Bilingual
26	-	8:00 a.m. - 4:00 p.m.	Task Force
October 29	-	8:00 a.m. - 4:00 p.m.	- Early
30	-	8:00 a.m. - 4:00 p.m.	Childhood
November 6	-	8:00 a.m. - 4:00 p.m.	Childhood
7	-	8:00 a.m. - 4:00 p.m.	
8	-	8:00 a.m. - 4:00 p.m.	Education

APPLICATION REVISION MEETINGS

September 4, 1974	-	8:00 a.m. - 12 noon
10	-	8:00 a.m. - 12 noon
11	-	8:00 a.m. - 12 noon
January 10, 1975	-	1:30 p.m. - 4:30 p.m.
17	-	1:30 p.m. - 4:30 p.m.
27	-	1:30 p.m. - 4:30 p.m.
February 11	-	1:30 p.m. - 4:30 p.m.

FIELD MEETING FOR REVIEW AND
REVISION OF APPLICATION

September 24, 1974 - 9:00 a.m. - 3:30 p.m.

APPENDIX H

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

February 13, 1975

To: County Superintendents of Schools, District Superintendents, and Project Directors in Region II

From: Jane Vinson, Administrator
Regional Service Team II Jane Vinson

Subject: AREA MEETINGS TO DISCUSS CONSOLIDATED APPLICATIONS

Each school district superintendent and each county superintendent was mailed one copy of Form A-127ES and will receive one copy of A-127Sec. and A-127D. Multiple copies will be available in early March.

Many of you have requested that small meetings be held to discuss the completion of these forms. We will hold meetings in nine locations within the region. (Schedule attached.) Attendance is recommended for project directors, central office staff assisting schools with plan development, and advisory committee chairmen.

The purpose of these meetings is to discuss funding, technical requirements of the Consolidated Application (A-127D), and district personnel involvement in school-level planning.

All project schools are required to submit the appropriate school plan to the State if applying for ECE, SB 90, Title I or other programs funded in the Consolidated Application.

Additional meetings for school-level personnel specifically related to the school-level plans (A-127ES and A-127Sec.) will be provided in the near future.

JV:sor

Attachments

REGIONAL SERVICE TEAM II

CONSOLIDATED APPLICATION MEETINGS

COUNTY	DATE	LOCATION
Colusa Sutter Yuba	March ~~4~~ 12, 1975	Colusa Co. Schools Office Colusa
Sacramento Yolo	March 5	State Department of Education 721 Capitol Mall, Rm. 166
San Joaquin Calaveras	March ~~11~~ 14	San Joaquin Co. Inst. Mat. Center 1465 Lindberg St., Conf. Rm.
Solano	March 13	Solano Co. Schools Office Fairfield
Placer Nevada Sierra	March 14	Placer Co. Schools Office Auburn
Madera Mariposa Merced	March 18	Merced Co. Schools Office Auditorium Merced
Fresno	March 19	Fresno Co. Schools Office Auditorium
Stanislaus Tuolumne	March 20	Stanislaus Co. Schools Office County Center Rm. A,B Modesto
Alpine Amador El Dorado Mono	March 21	El Dorado Co. Schools Office Placerville

TENTATIVE AGENDA

9:00-9:30.....Large Group Session
9:45-11:45 .....Small Group Sessions
A-127D A-127ES
1:15-3:30..... A-127Sec. Evaluation
Revision and Amendments,
Parent Involvement

RESPONSE FORM

We ask that you complete the response form below and mail it to: Mrs. Rae Kine, Secretary, Regional Service Team II, State Department of Education, 721 Capitol Mall, Sacramento 95814.

It is hoped that school district personnel will attend the local meeting in the appropriate location. However, if individual scheduling makes it impossible, you are invited to attend a meeting in another location. If this is the case, please telephone Regional Service Team II secretary, Mrs. Rae Kine, at (916) 322-3483 so that adequate facilities and materials may be provided.

RESPONSE FORM

The following personnel from _____
District Name

will attend the Region II Consolidated Application Meeting at _____
Location

_____ on _____ at 9:00 a.m.
Date

1. _____ 3. _____

2. _____ 4. _____

2/75

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

REGIONAL SERVICE TEAM II

CONSOLIDATED APPLICATION WORKSHOPS

March 1975

AGENDA

9:00 a.m.	Introductions General Information
10:30 a.m.	Small Group Sessions A-127D A-127ES and A-127SEC Evaluation
11:30 a.m.	LUNCH
1:00 p.m.	Small Group Sessions (Continued)
2:15 p.m.	Small Group Sessions (Continued)
3:15 p.m.	Wrap-up

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

REGIONAL SERVICE TEAM II

March 1975

TEAM II ROSTER

Jane Vinson, Administrator
Robert Charlton, RST
Stan Ostling, RST
Pete Dibble, ECE
Gerald Rider, Evaluation
Miguel Navarrette, Bilingual
Eddie Hanson, Consolidated Application
Entitlements and Reports
Mary Lou Hill, Career Education
Rae Kine, Secretary

Telephone: (916)322-3483

Address: 721 Capitol Mall, Second Floor
Sacramento 95814

RST County Assignments:

Charlton	Ostling
Calaveras	Fresno
Colusa	Madera
El Dorado(Alpine, Amador)	Mariposa
Mono	Merced
Nevada	Stanislaus
Placer	Tuolumne
Sacramento	
San Joaquin	
Sierra	
Solano	
Sutter	
Yolo	
Yuba	

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

REGIONAL SERVICE TEAM II

March 1975

OVERVIEW PRESENTATION

Introductions
- Team Members

Future Services
- Individual Assistance A-127D
- School Level Planning for School Level Personnel
  A-127ES and A-127SEC
- Parent Advisory and Participation Workshops

Funding for 1975-76
- ECE - Plan with $130 plus $65 EDY
- ESEA, Title I
- SB90 EDY
- ESEA, Title II
- Miller-Unruh
- Preschool

1972-73 and 73-74 Funds

Due Dates
- May 1..... A-127D Part I
- June 30..... Encumber 72-73, 73-74 Funds
- July 1..... A-127D Part II, A-127ES, A-127SEC, and E-127

School Level Plans
- ALL schools must submit a school level plan to the State office.

Bilingual Requirements
- Every Student
- 15% or More

Project Participation
- Identification of Schools
  - ESEA Title I
  - SB90 EDY
  - ECE - greatest need and other
- Identification of Students

Waiver Provisions

Carry-Over Provisions

- ECE - Yes
- ESEA, Title I - Yes
- SB90, EDY - No
- Miller-Unruh - No
- Preschool - No
- ESEA, Title II - No

Amendments and Revisions

2/24/75
RST II

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

REGIONAL SERVICE TEAM II

March 1975

FUNDING

ECE	- Funds provided in Governor's budget allow for continuation of existing programs only.
	- Department staff is involved in budget hearings now requesting expansion funds.
	- Plan on basis of $130 basic and $65 EDY.
SB90, EDY.....	- Plan on the same amount as was received last year.
Miller-Unruh.....	- District will be eligible to apply for positions in schools which received funds for 1974-75 at the same level of funding.
ESEA, Title I.....	- Entitlement for 1974-75 and entitlement for 1975-76 will be mailed to you as soon as available, approximately March 15.
Preschool.....	- An increase is anticipated and exact grants should be known prior to May 1. Plan on basis of present entitlement.
ESEA, Title II..... (Phase I)	- Submit for only 50% of 1974-75 grant on Consolidated Application.

2/24/75
RST II

WILSON RILES
rintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

REGIONAL SERVICE TEAM II

March 1975

SIGNIFICANT DATES

May 1, 1975..... A-127D-Part I due in State Office

June 30, 1975..... 1972-73 and 1973-74 funds must be encumbered no later than June 30, 1975

July 1, 1975..... A-127D-Part II, A-127ES, and A-127SEC for all schools due in State office

July 1, 1975..... E-127P due in State office

2/24/75
RST II

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

April 3, 1975

TO : County Superintendents of Schools
District Superintendents of Schools
District Consolidated Project Directors
Cooperative Consolidated Project Directors
REGION II

FROM: Jane Vinson, Administrator JV/km
Regional Service Team II

SUBJECT: RST II Appointment Schedule in April for Assistance with the A-127D

Regional Service Team Consultants, Stan Ostling and Bob Charlton, have scheduled times in your area to meet with individual Consolidated Project Directors of school districts or cooperative projects. These are not group meetings, rather they are days set aside for scheduled individual appointments for assistance with the completion of the A-127D (District Level) document.

These scheduled appointments in your area will provide you with an opportunity to meet individually with the consultant to discuss your A-127D questions and concerns.

In order to schedule an appointment, please consult the attached schedule and call Mrs. Debby Messner, RST II Secretary, at (916) 322-3483.

Attachment

BOB CHARLTON

REGIONAL SERVICE TEAM II

A-127 CONSOLIDATED APPLICATION MEETINGS A-127

COUNTY	DATE	LOCATION
Colusa Sutter Yuba	April 8	Colusa County Schools Office Colusa
Solano	April 10	Solano County Schools Office Fairfield
Placer Nevada Sierra	April 11	Placer County Schools Office Auburn
San Joaquin Calaveras	April 15 & 16	Airport Instruction Center Stockton
Sacramento Yolo	April 17 & 18	State Department of Education 721 Capitol Mall, 2nd Floor

BY APPOINTMENT ONLY for A-127D ONLY - Please call Mrs. Debby Messner at (916) 322-3483

STAN OSTLING

REGIONAL SERVICE TEAM II

A-127D-CONSOLIDATED APPLICATION MEETINGS-A-127D

COUNTY	DATE	LOCATION
Fresno	April 11	Fresno County Schools Office Room 300
Stanislaus Tuolumne	April 15	Stanislaus County Schools Offic Modesto
Madera Mariposa Merced	April 17	Madera County Schools Office Instruction Material Center 6th & I Street Madera
Madera Mariposa Merced	April 18	Merced County Schools Office Merced
Stanislaus Tuolumne	April 22	Stanislaus County Schools Offic Modesto
Fresno	April 25	Fresno County Schools Office Board Room

BY APPOINTMENT ONLY for A-127D ONLY - Please call Mrs. Debby Messner at (916) 322-3483

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

REGIONAL SERVICE TEAM II

CONSOLIDATED APPLICATION WORKSHOP

Sacramento City Unified School District

APRIL 1975

AGENDA

8:00 a.m.	Introductions General Information	Jane Vinson
8:45 a.m.	District Application A-127D	Robert Charlton
9:00 a.m.	School Level Application A-127ES and A-127Sec	Pete Dibble
	BREAK	
10:30 a.m.	Evaluation	Gerald Rider
11:45 a.m.	Wrap-up	

APPENDIX I

1975 - 1976

WORKSHEETS - APPLICATION ERRORS

	1975-1976	Addenda Requested		Small Dist	Large Dist	Cooperative	Adm. Info P.1 Signatures P.2 P.13	Dist. Advisory Com Membsp. P.3	Involvement	Complaint Procedures	Non-Public Certification P.4
	1975-76	Yes	No	Pages			1,2,13	3	NA	NA	4
	1974-75						1 & 2	3	4	4	5
1	Calaveras Co					✓					
2	Calaveras Un			✓							
* 3	Colusa	✓				✓		✓			
4	El Dorado Co					✓					
5	Fresno Co.					✓					
6	Fresno Co ND			✓							
7	Central Un Hi		✓	✓							
8	Clovis			✓							
9	Coalinga			✓							
10	Firebaugh			✓							
11	Fresno Un				✓						
12	Fresno Colony			✓							
13	Kerman Floyd		✓	✓							
14	Kerman U. Hi	✓		✓			✓				
15	Kingsburg	✓		✓				✓			
16	Kings Canyon			✓							
[illegible]	Laton	✓		✓			✓				
18	McKinley-Roosevelt			✓							
19	Mendota			✓							
20	Orange Center			✓							

* O: Random Sample

17

	Funding Sources	Miller-Unruh School Assign	Spec. Rdg Aides	Funding Allocation	ESEA Title II	ESEA Title II	ESEA Title I Statistical Data	School Selection (Program Area) Data	Distribution of Resources
	12	9	9	9	NA	NA	5	6	NA
	6	7	7	7	8	9	10	10	10c
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15	✓						✓		
16									
17									
18									
19									
20									

18

	ECE Continuing School Selection	Resource Calculations	Preschool Data	Non-Public Sch. Data	Neglected & Delinquent	Preschool Supplemental Data	EDY School Selection	Distribution of Resources		Waiver
	10	10	6	6	6	NA	7	7		17
	11	11	12	12	12	13	14	14c		
1										
2										
3							✓	✓		
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15	✓	✓								
16										
17							✓	✓		
18										
19										
20										

19

	SECONDARY	DISTRICT LEV MGMT PLAN	SPECIAL PROG BUDGET	PROGRAM PERSONNEL	EDY SECURITY	ECE EXPAN. SCH. SELECT.	RESOURCE CALCULS.
	8	NA	15	NA	14	11	11
	15	16	17	18	19	11c	
1							
2							
3							
4							
5							
6							
7							
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20

		Y	N	SAMU	LACCE	COOP	12,13 1&2	3 3	NA 4	NA 4	4 5
21	PARLIER			✓							
22	SANGER	✓		✓							
23	SELMA	✓		✓							
24	CHOUCHILLA EL		✓	✓							
25	CHOUCHILLA HI		✓	✓							
26	MADERA CO.					✓					
27	MADERA UN	✓		✓							
28	MARIPOSA CO					✓					
29	MERCED CO.					✓					
30	ATWATER			✓							
31	DOS PALOS			✓							
32	LIVINGSTON		✓	✓							
33	MERCED EL	✓			✓		✓	✓			
34	MERCED HI			✓							
35	BENECIA			✓							
36	SOLANO CO N D			✓							
37	DIXON			✓							
38	FAIRFIELD-SUISUN			✓							
39	TRAVIS			✓							
40	VACAVILLE		✓	✓							
41	VALLEJO				✓						
42	STANISLAUS CO.					✓					
43	CERES			✓							
44	HUGHSON EL			✓							
45	EMPIRE			✓							
46	HUGHSON HI	✓		✓			✓	✓			

21

	12	9	9	9	NA	NA	5	6	NA
	6	7	7	7	8	9	10	10	10C
21									
22	✓						✓		
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33	✓								
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43									
44									
45									
46	✓						✓		

22

	10	10	6	6	6	NA	7	7	17
	11	11	12	12	12	13	14	14c	
21									
22									
23	✓	✓					✓	✓	
24									
25									
26									
27							✓	✓	
28									
29									
30									
31									
32									
33	✓	✓					✓	✓	
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	8	NA	15	NA	14	11 11
	15	16	7	18	19	11c
21						
22						✓
23						✓
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27						✓
28						
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33						✓
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43						
44						
45						
46	✓					✓

		YES	NO	SMALL	LARGE	COOP	1,2,13 1,2	3 3	NA 4	NA 4	4 5
47	MONO Co.					✓					
48	NEVADA Co					✓					
49	AUBURN	✓		✓				✓			
50	EUREKA			✓							
51	COLFAX			✓							
52	PENRYN	✓		✓			✓				
53	PLACER HILLS			✓							
54	PLACER Hi	✓		✓							
55	ROCKLIN					✓					
56	ROSEVILLE		✓	✓							
57	ROSEVILLE Hi			✓							
58	TAHOE-TRUCKEE			✓							
59	WESTERN PLACER			✓							
60	SACRAMENTO Co N.D			✓							
61	CENTER JOINT	✓		✓			✓	✓			
62	DEL PASO HEIGHTS				✓						
63	ELK GROVE			✓							
64	ELVERTA			✓							
65	FOLSOM-CORDOVA			✓							
66	GALT			✓							
67	NORTH SACRAMENTO			✓							
68	RIO LINDA			✓							
69	RIVER DELTA			✓							
70	SACRAMENTO CITY				✓						
71	SAN JUAN UN.				✓						
72	SAN JOAQUIN Co					✓					
73	ESCALON			✓							
74	LINCOLN UN			✓							
75	LODI			✓							
76	MONTECA			✓							

	12/6	9/7	9/7	9/7	NA/8	NA/9	5/10	6/10	NA/10c
47									
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26

	10/11	10/11	6/12	6/12	6/12	NA/13	7/14	7/14c	17
47									
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51									
52	✓								
53									
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58									
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61								✓	
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222

	8	NA	15	NA	14	11 11
	15	16	17	18	19	11c
47						
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54	✓					
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28

		Y	N	S	L	C	1,2/3 1&2	3 3	NA 4	NA 4	4 5
77	TRACY EL			✓							
78	TRACY HI	✓		✓			✓				
79	STOCKTON				✓						
80	GRANT HI			✓							
81	ROBLA			✓							
82	KEYES			✓							
83	MODESTO				✓						
84	NEWMAN-CROWS LANDING	✓		✓			✓	✓			
85	OAKDALE	✓		✓				✓			
86	RIVERBANK			✓							
87	SYLVAN	✓		✓				✓			
88	TURLOCK EL HI					✓					
89	BROWNS			✓							
90	SUTTER CO.	✓				✓					
91	LIVE OAK	✓		✓							
92	OAKDALE HI	✓		✓							
93	PLEASANT GROVE			✓							
94	YUBA CITY			✓							
95	WASHINGTON			✓							
96	WINTERS			✓							
97	TUOLUMNE CO.					✓					
98	PATTERSON		✓	✓							
99	DAVIS			✓							
100	WOODLAND			✓							
101	MARYSVILLE		✓	✓							
102	WHEATLAND			✓							
103	WHEATLAND HI			✓							
104	ESPARTO		✓	✓							
105	YUBA CO NID			✓							
RANDOM SAMPLE →	TOTALS						8	9			0

	12	9	9	9	NA	NA	5	6	NA
	6	7	7	7	8	9	10	10	10c
77									
78									
79									
80									
81									
82									
83									
84	✓								
85	✓								
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88									
89									
90							✓		
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RANDOM SAMPLE TOTAL	6	0			0		4	0	

30

	10 / 11	10 / 11	6 / 12	6 / 12	6 / 12	NA / 13	7 / 14	7 / 14c	17
77									
78									
79									
80									
81									
82									
83									
84									
85							✓	✓	
86									
87							✓	✓	
88									
89									
90	✓	✓					✓	✓	
91							✓	✓	
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100									
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104									
105									
TOTAL	5	4	0				9	10	0

RANDOM SAMPLE

31

	8 / 15	NA / 16	15 / 17	NA / 18	14 / 19	11 11 / 11c
77						
78	✓					
79						
80						
81						
82						
83						
84						
85						✓
86						
87						
88						
89						
90						
91						
92	✓					
93						
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96						
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99						
100						
101						
102						
103						
104						
105						
TOTAL	4		0		0	6

RANDOM SAMPLE

32

APPENDIX J

Regulations for Consolidated Categorical Aid Programs in California Schools

Adopted by the California State Board of Education
and Included in the California Administrative Code,
Title 5, Education, Sections 3900–3944, May 18, 1974

CALIFORNIA STATE DEPARTMENT OF EDUCATION • Wilson Riles - Superintendent of Public Instruction • Sacramento, 1975

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1975

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Regulations for Consolidated Categorical Aid Programs

The following regulations, adopted by the California State Board of Education, apply to the consolidated application for funds (using form A-127) under these seven programs:

- Special Elementary School Reading Instruction Program (Miller-Unruh Basic Reading Act)
- Early Childhood Education Programs
- Compensatory Programs under Title I of the Elementary and Secondary Education Act of 1965
- Special Teacher Employment Program
- Educationally Disadvantaged Youth Programs (SB 90)
- School Library Resource Programs (Phase 1 of Title II of the Elementary and Secondary Education Act of 1965)
- State Preschool Programs

TITLE 5. CONSOLIDATED CATEGORICAL AID PROGRAMS
(Register 74, No. 20—5-18-74)

DIVISION 5. CONSOLIDATED CATEGORICAL AID PROGRAMS

CHAPTER 1. GENERAL PROVISIONS

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Article 1. Scope and Definition

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Article 1. Scope and Definition

3900. Scope of Chapter. The provisions of this Chapter apply to applications for funds under the following statutes and programs:

(a) Special Elementary School Reading Instruction Program (Education Code, Division 6, Chapter 5.8, Sections 5770–5798).

(b) Early Childhood Education Programs (Education Code, Division 6, Chapter 6.1, Sections 6445–6446.6).

(c) Compensatory Programs under Title I of the Elementary and Secondary Education Act of 1965 (Title 20, U.S.C., Sections 241a–241m and Education Code Sections 6450–6474 except Programs for Migrant Children under Education Code Sections 6464–6464.6).

(d) Special Teacher Employment Program (Education Code, Division 6, Chapter 6.5, Article 4, Sections 6481–6486).

(e) Educationally Disadvantaged Youth Programs (Education Code, Division 6, Chapter 6.10, Sections 6499.230–6499.238).

(f) School Library Resource Programs (Title II of the Elementary and Secondary Education Act of 1965, 20 U.S.C. 821 et seq. and Education Code, Division 6, Chapter 12, Sections 7050–7353) other than those which are competitive.

(g) State Preschool Programs under Subdivision (a) of Section 16710 of the Education Code.

NOTE: Authority cited: Education Code Sections 152, 5770–5798, 6445–6446.6, 6450–6474, 6481–6486, 6499.230–6499.238, 7050–7353, 16710–18601; Titles I and II of the Elementary and Secondary Education Act of 1965, Title VI of the Civil Rights Act of 1964, Section 2 of Chapter 841 of Statutes of 1972.

History: 1. New Division 5 (§§ 3900, 3925 through 3944) filed 5-17-74; effective thirtieth day thereafter (Register 74, No. 20).

Article 2. General Provisions

3925. Waiver Procedure. (a) The requirements for consolidated program administration contained in these regulations may be waived by the State Board of Education upon request of a school district. Each district requesting a waiver shall specify how the lack of such waiver will prevent the orderly implementation of comprehensive education programs in that district.

(b) The requirements of the Education Code may be waived by the State Board of Education upon request of a school district if such waiver is necessary to establish or operate an effective program of early childhood education or any program serving educationally disadvantaged students. Each district requesting a waiver shall specify how the lack of such waiver will prevent the orderly implementation of comprehensive education programs in that district.

3926. Comprehensive Plan. Each school district maintaining categorical aid programs shall develop a comprehensive district plan to meet the identified educational needs of participating students. Each school receiving categorical funds shall develop a comprehensive program plan for students who will receive additional services from these funds. This comprehensive plan shall account for all resources, regular as well as categorical, available for providing services to the participating students. In the case of schools receiving Early Childhood Education funds, the plan shall provide for restructuring the total kindergarten through third grade program to provide activities and services to participating students according to a diagnosis of their individual needs.

3927. Needs Assessment. Each eligible school district shall provide evidence that a comprehensive needs assessment has been conducted at each school level which encompasses, but is not limited to, each required program component. When consolidated, these individual school needs assessments will constitute the comprehensive district needs assessment. Programs under this Chapter shall be based on this comprehensive needs assessment.

3928. Goals and Objectives. Each school district shall indicate goals and measurable objectives of its proposed comprehensive plan. Such goals and objectives shall include but not be limited to, the improvement of the students' performance in basic skills including reading, language and mathematics. All activities supported by categorical aid funds subject to these regulations must be planned to facilitate the attainment of the goals established.

District objectives shall address themselves to the discrepancies identified in the comprehensive district needs assessment. The District Advisory Committee shall participate fully in establishing these objectives.

School level objectives shall address themselves to the discrepancies identified in comprehensive needs assessments conducted at the school

level. The School Advisory Committee shall participate fully in establishing these objectives.

3929. Evaluation. Each school district maintaining categorical aid programs shall establish an evaluation procedure for its comprehensive educational program for participating students. Further, an evaluation procedure shall be established at each participating school in terms of its specific program objectives. Participating districts and schools within the districts shall identify in advance the criteria that will be accepted as an indication of their programs' effectiveness. Programs shall be evaluated periodically to allow for continuing improvements in the program. In addition, each district and each school's program shall be evaluated at least annually in a form and manner determined by the Superintendent of Public Instruction, and the district governing board shall report the results of the annual evaluation to the district and school advisory committees, and to the Superintendent of Public Instruction.

(a) Each district and each school's educationally disadvantaged youth program annual evaluation shall include, but not be limited to, reporting the following information:

(1) The extent to which the stated objectives are met.

(2) The extent to which proposed activities are implemented.

(3) The extent to which students in such programs demonstrate progress in academic skills.

History: 1. Amendment filed 12-26-74; effective thirtieth day thereafter (Register 74, No. 52).

3930. Parent and Community Involvement. (a) School districts maintaining programs under this Chapter shall involve parents, teachers and community representatives in the planning, implementation and evaluation of their comprehensive programs.

(b) Each participating school district shall establish a District Advisory Committee and shall also establish a School Advisory Committee at each participating school. These committees shall include broad representation of the parent population served by this district or school respectively including socio-economic and ethnic groups represented in the district or school attendance area. Such committees shall also include representation from teachers, aides, support personnel, administrators, community service agencies and the community. On all advisory committees parents of participating students not employed by the district must constitute more than a majority of the voting membership. The district is required to provide training opportunities for members of the advisory committees.

(c) School districts receiving funds under Title I of the Elementary and Secondary Education Act of 1965 shall establish parent advisory committees which meet the requirements of that Title and regulations issued thereunder when committees established under subdivision (b) do not meet such requirements.

(d) When it is determined that children attending a nonpublic school are entitled to participate in a federally funded project, the authority representing such a school may maintain a School Advisory Committee and must be represented on the District Advisory Committee.

(e) Each application for funds under this Chapter must contain a certification by the District Advisory Committee chairperson and the School Advisory Committee chairpersons that the committees have participated in the planning of the program.

3931. Individualization of Instruction. Each school maintaining programs under this Chapter shall restructure its educational program to assure that each participating student will have an individualized program designed to promote the development of his or her maximum potential. The instructional program shall be based on continual assessment of students' needs and prescriptions chosen from a variety of curriculum possibilities.

3932. Minimum and Maximum Levels of Service. For each student receiving services under ESEA, Title I or the Educationally Disadvantaged Youth Program, the district shall verify a minimum allocation from combined categorical funds of 50 percent of the average per student expenditure excluding categorical funds in elementary schools in California. Total categorical aid funds allocated for each such student shall not exceed 80 percent of this average.

3933. Staff Development. School districts maintaining programs under this Chapter shall provide staff development for all certificated and classified personnel involved in the program to assure successful implementation of the program. Staff development activities must be related to the unmet needs for staff as identified in the needs assessment.

In addition to staff development activities provided for certificated staff members, the district shall also provide for joint participation of certificated and paraprofessional staff members in staff development events. All staff development activities shall be announced to members of district and school advisory committees and their attendance and participation encouraged.

3934. Selection of Schools and Students. (a) **General.** School districts eligible for special categorical programs shall rank the schools and select students on the basis of educational criteria. Educational criteria shall include, but not be limited to, a consideration of basic skills or differential levels of verbal functioning due to linguistic, social, cultural, or economic isolation.

(b) **Early Childhood Education.** Each district receiving Early Childhood Education Program funds must have a district master plan for Early Childhood Education developed with active cooperation of parents, community and teachers in all stages of plan development. This plan shall include the sequence in which schools will enter the program as expansion funds are received. Half of the schools to be included in any one year must be from the schools serving students of greatest educational need.

(c) **Educationally Disadvantaged Youth Program.** Each district receiving Educationally Disadvantaged Youth Program funds shall rank school attendance areas according to educational need. Funds shall be allocated first to elementary schools with great needs. Districts will determine the cutoff point for schools included. Remaining funds should be allocated to secondary schools which receive students from the funded elementary schools. Union high school districts shall allocate funds to schools of greatest need, with preference to schools serving the youngest students.

(d) **ESEA, Title I.** ESEA, Title I funds must be allocated to schools which serve concentrations of low-income students. Schools must be ranked from the highest (based on percent or number of low-income students related to school enrollment) to the lowest. In all cases when categorical aid funds are insufficient to serve all eligible children, the youngest eligible children shall be the first served.

(e) **ESEA, Title II.** ESEA, Title II funds are distributed to districts on the basis of a Relative Need Formula. However, the local educational agencies have the responsibility to determine the schools and the students with the greatest needs.

(f) **Special Elementary School Reading Instruction Program (Miller-Unruh).** Special elementary school reading instruction program (Miller-Unruh) funds are available to qualified school districts for a salary allowance for specialist teachers in reading. Specific schools eligible for specialist teachers are determined by the proportion of students in the lowest quartile in the first grade state reading test. This allowance may be up to, but not exceed, the average statewide elementary teacher's salary.

Special elementary school reading instruction program (Miller-Unruh) funds are available for the employment of special reading aides in schools with a Miller-Unruh program if 15 percent or more of the students live in homes in which a language other than English is the primary language and if not less than 30 percent of the students score in the lowest quartile in the first grade state reading test.

(g) **Special Teacher Employment.** Within areas with a high incidence of poverty and low family and per capita incomes, unemployment, juvenile delinquency, persons receiving AFDC, and low academic achievement, schools with the highest concentrations of low-income children and with the lowest records of academic achievement shall be selected.

(h) **California State Preschool Program.** California State Preschool Education Program funds are directed at children of low-income families. Preschool classes may be operated by any public agency or any private agency which meets eligibility requirements. Classes may be operated without regard to specific school sites, but preferably should be established in target areas to serve children who reside within the attendance areas of schools eligible for ESEA, Title I or Educationally Disadvantaged Youth Program funds.

In order for children to be eligible for entrance into a State Preschool Education Program, the children must have reached their third birthday and have not yet reached the legally eligible age for kindergarten.

3935. Isolation and Segregation of Pupils. (a) No program utilizing categorical aid funds shall sanction, perpetuate or promote the segregation of students on the basis of race, ethnicity, religion, sex, or socio-economic status.

(b) No program utilizing categorical aid funds shall:

(1) Create special tracks for the educationally disadvantaged,

(2) Establish adjustment, pregrade, or junior grade classes for the educationally disadvantaged, or

(3) Physically isolate children from their classmates on a scheduled daily basis, except in the following instance. Based on the results of a comprehensive diagnostic assessment of student needs, children who are assigned to a regular classroom teacher responsible for their instructional program may be moved to a physical location other than the regular classroom on a temporary basis until the diagnosed need has been alleviated. Such an alternate physical location includes, but

is not limited to, a reading laboratory, a mathematics laboratory, a bilingual-bicultural learning center, an intergroup education learning center, a diagnostic clinic, or similar facilities where the specific needs of the student may best be served.

3936. Multicultural Education. All districts participating in categorical aid programs shall have a program of multicultural education and where a district racial and ethnic survey reveals a multicultural population, the district shall provide multicultural and intergroup activities appropriate to the needs, including staff development, at each school.

3937. Maintenance of Effort. (a) Districts maintaining programs under this Chapter shall submit evidence that the sum of local and state apportionment resources utilized in programs for participating students has not been reduced.

(b) Where the district is applying for funds under the School Library Resource Programs the maintenance of effort must occur in the restricted area defined as school library resources in federal regulations. The amount budgeted for school library resources for the current fiscal year must be equal to or greater than the lesser of the expenditures in the two prior years.

3938. Concentration of Services. School districts maintaining programs under this Chapter shall, unless specific categorical funding sources require otherwise, give first priority for providing additional services to eligible preschool and elementary students, and then to intermediate and secondary students that received categorical services in feeder preschool and elementary school programs.

3939. Application. Each district shall make a single application to the State Board of Education for approval or continuance of programs under this Chapter on such forms and at such times as the Superintendent of Public Instruction shall determine.

3940. Reports and Inspection of Records. On request of the Superintendent of Public Instruction, school district records shall be made available for inspection to verify the accuracy of reports and to determine the conformity of program activities to the applicable program plans. Each school district maintaining programs under this Chapter will submit such reports and at such times as the Superintendent of Public Instruction shall require to effect the purposes of this Chapter.

3941. Continuity of Funding. Districts maintaining programs under this Chapter shall have their programs approved for a period not to exceed three consecutive years contingent (1) upon the availability of funds, (2) upon compliance by the district with the rules promulgated by the State Board of Education and the State Superintendent of Public Instruction, and (3) upon an annual evaluation which demonstrates that the program is not one of low effectiveness.

3942. Federal Categorical Aid Funds for Eligible Students Attending Private, Nonprofit, Tax Exempt Elementary or Secondary Schools. When federal regulations for categorical aid funding require or permit categorical aid services to be provided for nonpublic school students, such services shall be comparable to those provided for public school students. Criteria for student eligibility for these services shall be the same in nonpublic as in public schools, except where federal regulations indicate otherwise.

The district shall continuously involve school officials and parents of nonpublic schools receiving categorical aid funds in the identification of needs, the establishment of selection criteria for students to receive extra services, the development of program objectives and activities, and the evaluation design.

3943. Fiscal and Technical Requirements. (a) Districts maintaining programs under this Chapter shall develop budgets, account records, claims for reimbursement and reports in accordance with the California School Accounting Manual.

(b) Auditable records shall be developed by the local educational agency to document compliance with federal and state regulations.

3944. Cooperative Programs. School districts with an entitlement under Title I of the Elementary and Secondary Education Act of 1965 of $25,000 or less or with a composite entitlement of Title I and other categorical funds of $50,000 or less must enter into a cooperative program in order that a comprehensive program for eligible children in those districts be developed and implemented. In counties in which the Title I entitlements for all districts in the county total $25,000 or less, all districts eligible in the county for Title I funds must enter into a countywide cooperative program.

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PART II

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

■

EDUCATIONALLY DEPRIVED CHILDREN

Proposed Financial Assistance Guidelines to Meet Special Educational Needs

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

[45 CFR Parts 116, 116a]

EDUCATIONALLY DEPRIVED CHILDREN

Proposed Financial Assistance To Meet Special Educational Needs

In accordance with section 503 of the Education Amendments of 1972 (Pub. L. 92-318) and pursuant to the authority contained in Title I of the Elementary and Secondary Education Act, as amended, the Commissioner of Education, with the approval of the Secretary of Health, Education, and Welfare, proposes to revise and amend Title 45, Part 116 of the Code of Federal Regulations to read as set forth below in Parts 116 and 116a. Parts 116b, 116c, and 116d will be published separately.

At present there are no guidelines related to Parts 116 or 116a. Should such guidelines be issued in the future, they will be published in the FEDERAL REGISTER and will be limited to material in the nature of suggestions or recommended courses of action for meeting certain mandatory requirements set forth in the regulations.

These proposed rules also reflect amendments to Title I made by the Education Amendments of 1974 (Pub. L. 93-380).

1. *Program purposes.* Title I of the Elementary and Secondary Education Act, as amended, provides financial assistance to local educational agencies for programs to meet the special educational needs of educationally deprived children in low-income areas; to State agencies to meet the special educational needs of handicapped and neglected or delinquent children; and to State educational agencies for educational programs for migratory children of migratory agricultural workers or of migratory fishermen; and to such agencies for the administration throughout their respective States of financial assistance provided under Title I.

2. *Section 503 procedures and effect.* Section 503 of the Education Amendments of 1972 requires the Commissioner to study all rules, regulations, guidelines, or other published interpretations or orders issued by him or by the Secretary after June 30, 1965, in connection with, or affecting, the administration of Office of Education programs; to report to the Committee on Labor and Public Welfare of the Senate and the Committee on Education and Labor of the House of Representatives concerning such study; and to publish in the FEDERAL REGISTER such rules, resolutions, guidelines, interpretations, and orders, with an opportunity for public hearing on the matters so published. The regulations and guidelines proposed below reflect the results of this study as it pertains to the program under Title I of the Elementary and Secondary Education Act, as amended. Upon publication of revised Part 116 in final form, and after comments and hearing, all preceding rules, regulations, guidelines, and other published interpretations and orders issued in connection with or affecting Part 116 will be superseded effective thirty days after such publication.

3. *Effect of Office of Education general provisions regulations.* General fiscal and administrative rules for the program are covered under the overall Office of Education general provisions regulations, published in the FEDERAL REGISTER at 38 FR 30654 (November 6, 1973), and now set forth in 45 CFR Parts 100-100c, in connection with the same study under section 503 of the Education Amendments of 1972 of which this publication is a part. (Reference is made in particular to the provisions of Part 100b of Title 45 CFR, containing general provisions for State administered programs, which would be applicable to the programs under Title I of the Elementary and Secondary Education Act, as amended.)

4. *Reorganization of Part 116.* Part 116 has been limited to those provisions that are applicable to all grantees, including State educational agencies in their administrative capacities, under Title I of the Act. Also, a number of provisions have been deleted and are now incorporated in the Commissioner's general regulations in Part 100b of Title 45. Each of the four new parts contains provisions which are applicable to grantees in one of the four categories specified in the legislation, as follows: 116a—Local educational agencies, 116b—State agencies directly responsible for providing free public education for handicapped children, 116c—State agencies directly responsible for providing free public education for children in institutions for neglected or delinquent children, and 116d—State educational agencies as applicants for grants for educational programs and projects for migratory children of migratory agricultural workers or of migratory fishermen. Under the proposed five-part organization of the regulations, a grantee agency would be able to refer to Part 116 and the appropriate part designated for such agency.

5. *Amendments made by Pub. L. 93-380.* The proposed regulation set forth below reflects and implements amendments made to Title I of the Elementary and Secondary Education Act by Pub. L. 93-380, the Education Amendments of 1974. In particular, the regulation would make conforming changes in, or additions to, the current regulation relating to allocation of funds; participation of children enrolled in private schools; special grants (part C of Title I); comparability; parent advisory committees; designation of project areas; use of funds for training; and other matters affected by Pub. L. 93-380. (Changes in the regulation to conform to Pub. L. 93-380 with regard to State agency programs to meet the special educational needs of handicapped children; neglected or delinquent children; and migratory children of migratory agricultural workers or of migratory fishermen will be published separately as parts 116b, 116c, and 116d, respectively.)

6. *Citations of legal authority.* As required by section 431(a) of the General Education Provisions Act (20 U.S.C. 1232 (a)) and section 503 of the Education Amendments of 1972, a citation of statutory or other legal authority for each section of the regulations and guidelines has been placed in parentheses on the line following the text of the section.

On occasion, a citation appears at the end of a subdivision of the section. In that case the citation is to all that appears in that section between the citation and the next preceding citation. When the citation appears only at the end of the section, it applies to the entire section.

7. *Opportunity for public hearing.* Pursuant to section 503(c) of the Education Amendments of 1972, the Commissioner will provide interested parties an opportunity for a public hearing on these regulations and guidelines, as follows:

A hearing will take place at the U.S. Office of Education on April 10, 1975 in the auditorium of Regional Office Building Three (ROB-3) located at 7th and D Streets SW., Washington, D.C., beginning at 10 a.m. The purpose of the hearing is to receive comments and suggestions on the published materials.

Parties interested in attending the hearing should notify the Office of Education, 400 Maryland Avenue SW., Room 2085, Washington, D.C. 20202, Attention: Chairman, Office of Education Task Force on section 503, and are urged to submit a written copy of their comments with such notification. Each party planning to make oral comments at the hearing is urged to limit his presentation to a maximum of fifteen minutes.

Written comments and recommendations may also be sent to the above address. All relevant material received prior to the date of the hearing will be considered. Comments and suggestions submitted in writing will be available for review in the above office between the hours of 8:30 a.m. and 4 p.m., Monday through Friday of each week.

Dated: February 11, 1975.

T. H. BELL,
U.S. Commissioner of Education.

Approved: March 3, 1975.

CASPAR W. WEINBERGER,
Secretary of Health, Education, and Welfare.

(Catalog of Federal Domestic Assistance Program Numbers 13.427, Educationally Deprived Children—Handicapped (Pub. L. 89-313), 13.428, Educationally Deprived Children—Local Educational Agencies; 13.429, Educationally Deprived Children—Migrants; 13.430, Educationally Deprived Children—State Administration; 13.431, Educationally Deprived Children in State Administered Institutions Serving Neglected or Delinquent Children.)

PART 116—FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES AND STATE AGENCIES TO MEET THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN

The purpose of this Part 116 is to set forth general requirements which are

the same as or similar to those presently contained in Part 116 and which are applicable to all programs funded under Title I of the Elementary and Secondary Education Act—grants to local educational agencies, grants to State agencies for programs for handicapped children or for children in institutions for neglected or delinquent children, and grants to State educational agencies for programs for migratory children of migratory agricultural workers or migratory fishermen. Requirements applicable to only one of those programs are contained in individual program regulations set forth in proposed parts 116b, 116c, and 116d. As indicated below, certain regulations in this part also reflect amendments to Title I of the Act in Pub. L. 93-380.

1. The term "excess costs" as defined in the amended statute is incorporated in § 116.2.

2. In accordance with the legislative history, the term "excess costs" is used in § 116.30 to reinforce the concept that Title I funds are to be used to supplement and not supplant State or local funds that would otherwise be available for the education of children participating in programs and projects under Title I.

3. Section 116.42 incorporates provisions in Pub. L. 93-380 and provisions previously contained in guidelines concerning the use of Title I funds for training. In accordance with the legislative history of Pub. L. 93-380, Title I funds may be used to train teachers to be specialists who will deal solely with educationally deprived children and to enable other teachers to meet the special educational needs of such children in their regular classrooms, provided such training is related to the program objectives that have been established for the participating children.

In accordance with the above, Part 116 is revised to read as set forth below.

Subpart A—Scope

Sec.
116.1 Applicability.
116.2 Definitions.

Subpart B—Duties and Functions of State Educational Agencies

116.3 Participation of States.
116.4 State administration and technical assistance.
116.5 Commissioner's approval of annual program plans from State educational agencies.
116.6 Approval by State educational agency of applications from State agencies and local educational agencies.
116.7 Reports by State educational agencies.

Subpart C—Payments

116.17 Payment procedures.
116.18 Title I funds not to be considered in determining State aid.
116.19 Maintenance of effort.
116.20 Withholding by the Commissioner.

Subpart D—General Program Requirements

116.29 Planning grants.
116.30 Title I funds supplementary to State and local funds.
116.31 Relation of Title I projects to other programs.
116.32 Education aides.
116.33 Measurement of educational achievement and evaluation of programs.
116.34 Dissemination and utilization of results of educational research and demonstrations.
116.35 Public information.
116.36 Administrative control of Title I property.
116.37 Cooperative projects.
116.38 Construction and equipment.
116.39 Reports by applicant agencies.
116.40 Reimbursement for expenses incurred by parent council members and volunteers.
116.41 Staffing for programs and projects.
116.42 Training.

AUTHORITY: Section 2, Pub. L. 89-10, 79 Stat. 27, as amended, (20 U.S.C. 241a-241m, 242, 244), unless otherwise noted.

Subpart A—Scope

§ 116.1 Applicability.

(a) *Other Title I regulations.* The regulations in this part are applicable to all programs conducted under Title I of the Elementary and Secondary Education Act of 1965, for which regulations are contained in Parts 116a, 116b, 116c, and 116d of this chapter.

(b) *General provisions for Office of Education programs regulations.* Assistance provided under this part is subject to applicable provisions contained in subchapter A of this chapter (relating to fiscal, administrative, property management, and other matters).

(20 U.S.C. 241a)

§ 116.2 Definitions.

As used in this part and in Parts 116a, 116b, 116c, and 116d (except as otherwise indicated in those parts)—

"Act" means the Elementary and Secondary Education Act of 1965 (Pub. L. 89-10) as amended. Title II of Pub. L. 874, 81st Congress, which was added by Title I of said Elementary and Secondary Education Act of 1965, is hereinafter in this part referred to as Title I of the Act.

"Average daily attendance" means average daily attendance in elementary and secondary schools not beyond grade 12, as determined in accordance with State law.

(20 U.S.C. 244(4), 244(10))

"Average per pupil expenditure in a State or in the United States" means (a) the aggregate current expenditures (as defined in this section but otherwise without regard to the sources of funds from which such expenditures are made), during the second fiscal year preceding the fiscal year for which the computation is made—or if satisfactory data for that year are not available at the time of computation, then during the most recent preceding fiscal year for which satisfactory data are available—of all those local educational agencies in the State, or in the United States, as the case may be, which are boards of education or other legally constituted local school authorities having administrative control and direction of free public education in a county, township, independent or other school district, including those State agencies which directly operate and maintain facilities for the providing of free public education in a county, township, or other school district, plus any such current expenditures made directly by the State for operation of those local educational agencies, divided by (b) the aggregate number of children in average daily attendance to whom those local educational agencies provided free public education during such preceding year. As used in this paragraph, "the United States" means the States of the Union and the District of Columbia.

(20 U.S.C. 241c(a)(2), 244(16), 244(6)(A))

"Construction" means the erecting, building, acquiring, altering, remodeling, improving, or extending of school facilities, and includes the preparation of drawings and specifications for school facilities and the inspection and supervision of the construction of school facilities.

(20 U.S.C. 244(12))

"County" means a division of a State which is treated as a county by the Secretary of Commerce in compiling and reporting data regarding counties.

(20 U.S.C. 244(11))

"Current expenditures" means (a) expenditures for free public education, including expenditures for administration, instruction, attendance, and health services, pupil transportation services, operation and maintenance of plants, and fixed charges, and (b) net expenditures to cover deficits for food services and student body activities, but not including expenditures for community services, capital outlay and debt services, or any expenditures made from funds granted under Titles I, II, or III of the Act.

(20 U.S.C. 244(5))

"Educationally deprived children" means children who have need for special educational assistance in order that their level of educational attainment may be raised to that appropriate for children of their age, children who are handicapped, or children who are in institutions for neglected or delinquent children.

(20 U.S.C. 241e(a)(1)(A))

"Excess costs" means those costs directly attributable to programs and projects which exceed the average per pupil expenditure of a local educational agency in the most recent year for which satisfactory data are available for pupils in the grade or grades included in such programs or projects. The term does not include expenditures for any comparable State or local special programs for educationally deprived children or expenditures for programs of bilingual education or special education for handicapped children or children with specific learning disabilities, if such expenditures for bilingual education and special education are used to provide (to children of limited English-speaking ability and

handicapped children, and children with specific learning disabilities who reside in Title I project areas) services which are comparable to those provided to similarly disadvantaged children residing in nonproject areas.

(20 U.S.C. 244(17))

"Free public education" means education which is provided at public expense, under public supervision and direction, and without tuition charge, and which is provided as elementary or secondary education, not above grade 12, in a State. Elementary education may, if so determined under State law, include education below grade 1 meeting the above criteria.

(20 U.S.C. 241a, 244(4))

"Local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. This term includes any other public institution or agency having administrative control and direction of a public elementary or secondary school, and it also includes (except for purposes of sections 103(a)(2), 103(b), and 141(a)(1) of Title I of the Act) any State agency which is directly responsible for providing free public education for handicapped children (including mentally retarded, hard of hearing, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health-impaired children who by reason thereof require special education) or for children in institutions for neglected or delinquent children.

(20 U.S.C. 244(6)(B))

"School facilities" means classrooms and related facilities (including initial equipment) for free public education and interests in land (including site grading and improvements) on which such facilities are constructed, but does not mean gymnasiums o rsimilar facilities intended primarily for use for exhibitions for which admission is to be charged to the general public.

(20 U.S.C. 244(13))

"State" means a State of the Union, the District of Columbia, Puerto Rico, Guam, American Samoa, the Virgin Islands, or the Trust Territory of the Pacific Islands unless otherwise noted.

(20 U.S.C. 241c(a)(1)(A), 244(8).)

"State educational agency" means the officer or agency primarily responsible for the State supervision of public elementary and secondary schools.

(20 U.S.C. 244(7))

Subpart B—Duties and Functions of State Educational Agencies

§ 116.3 Participation of States.

(a) *Required submissions.* Any State desiring to participate under Title I of the Act, except with respect to the program described in Part 116d relating to migratory children of migratory agricultural workers or fishermen, shall submit through its State educational agency to the Commissioner a general application as set forth in section 434(b)(1)(A) of the General Education Provisions Act and an annual program plan pursuant to section 434(b)(1)(B) of said Act which plan shall include the following assurances:

(1) That, except as provided in § 116.4 of this subpart, payments under Title I of the Act will be used only for programs and projects which have been approved by the State educational agency pursuant to § 116.6 and which meet the applicable requirements of that section and that such agency will in all other respects comply with the provisions of Title I of the Act and the regulations in this part and Parts 116a–116d of this chapter and the relevant provisions of Parts 100, 100b, and 100c of this chapter, including the enforcement of any obligations imposed upon a local educational agency or State educational agency under § 116.6;

(2) That the State educational agency (i) will submit to the Commissioner (A) periodic reports, including the results of objective measurements required by § 116.33 of Subpart D and of research and replication studies, evaluating the effectiveness of payments under Title I of the Act and of particular programs assisted under it in improving the educational attainment of educationally deprived children, and (B) such other reports as may be reasonably necessary to enable the Commissioner to perform his duties under Title I of the Act, including such reports as the Commissioner may require to determine the amounts which the local educational agencies of that State are eligible to receive for any fiscal year, and (ii) will keep such records and afford such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

(b) *Statement of purposes.* The annual program plan shall also include a statement describing the purposes for which Federal funds will be expended under Title I of the Act during the fiscal year for which the annual program plan is submitted.

(c) *Certificate regarding legal authority.* The annual program plan submitted for Title I of the Act shall include a certificate by the State attorney general or other appropriate State legal officer to the effect that the agency submitting the plan has the authority under State law to perform the duties and functions of a State educational agency under Title I of the Act and the regulations in this part, including those arising from the assurances given.

(20 U.S.C. 241f, 1232c)

§ 116.4 State administration and technical assistance.

(a) *General.* The State educational agency for a State for which the Commissioner has approved a plan, as specified in § 116.5, shall be responsible for the proper and efficient performance of the duties of such agency under Title I of the Act including compliance with its assurances to the Commissioner and the provision of technical assistance to applicant local and State agencies with respect to the measurements and evaluations such agencies are required to submit pursuant to such Title.

(b) *Amount available for administration.* Each State educational agency is entitled to receive for each fiscal year an amount equal to the amount expended by it for performance of its duties under this section but not to exceed the greater of:

(1) One per centum of the amount allocated to the State and its local educational agencies as determined for that fiscal year under Title I of the Act, or

(2) $150,000, or $25,000 in the case of Guam, American Samoa, the Virgin Islands, or the Trust Territory of the Pacific Islands.

(20 U.S.C. 241g, 1232c)

§ 116.5 Commissioner's approval of annual program plans from State educational agencies.

The Commissioner will approve each annual program plan submitted by a State, through its State educational agency, to participate in the grant program under Title I of the Act if the Commissioner determines that the plan meets the requirements of § 116.3. The Commissioner will not finally disapprove (in whole or in part) any such State program plan with regard to Title I of the Act except after reasonable notice and opportunity for a hearing.

(20 U.S.C. 241f(b), 1232c)

§ 116.6 Approval by State educational agency of applications from State agencies and local educational agencies.

(a) *Review by State educational agency.* The State educational agency shall review all applications by local educational agencies and State agencies directly responsible for providing free public education for handicapped children or for children in institutions for neglected or delinquent children in the State for grants under Title I of the Act to determine whether such applications meet the requirements of the Act and the pertinent regulations in Parts 116a, 116b, and 116c. The State educational agency shall not approve such an application unless it determines that the application meets the requirements of the Act and the pertinent regulations in this chapter and that the State educational agency is able to give the Commissioner the assurances that the application meets all of the requirements of such regulations. The State educational agency shall not approve an application by a local educational agency or a State agency for an amount which, together with amounts of other approved applications by that agency, exceeds the amount available for grants to that agency determined in accordance with Title I of the Act.

(b) *Notice and opportunity for hearing.* The State educational agency shall not finally disapprove any application in whole or in part without first affording the local educational agency or State agency submitting the application reasonable notice and opportunity for a hearing with respect to such action in accordance with the requirements of section 425 of the General Education Provisions Act. A hearing shall be held by the State agency 30 days after it receives a request from the applicant local educational agency.

(c) *Appeal.* An applicant aggrieved by the final action of a State educational agency shall be given the opportunity for an appeal to the Commissioner as set forth in section 425 of the General Education Provisions Act.

(d) *Availability to the public.* Each application of a local educational agency or a State agency for a grant under Title I of the Act; the related documents referred to in Parts 116a, 116b, 116c, and 116d; and the evaluation and other reports referred to in such parts, shall be made available to the public by the State educational agency in the manner prescribed by § 116.35.

(20 U.S.C. 241e(c), 241f, 1231b-2, 1231d)

§ 116.7 Reports by State educational agencies.

(a) *Annual evaluation report.* Following the close of each fiscal year and no later than November 15 of the next fiscal year, the State educational agency shall submit to the Commissioner a report evaluating the effectiveness of programs and projects under Title I of the Act in meeting the special educational needs of participating children during the fiscal year, including programs conducted by that agency for migratory children of migratory agricultural workers or migratory fishermen. These reports shall include information on the types of educational and supportive services provided, parental involvement, the participation of public and private school children, number and categories of staff employed, the nature and extent of the inservice training provided, a summary of the results of objective measurements of changes in the educational attainment of educationally deprived children who participated in programs and projects, and the results of research and replication studies conducted in the State pertaining to programs for educationally deprived children. In addition to the State annual evaluation report required by this paragraph, each State shall submit evaluation reports for two local educational agencies, including one for a local educational agency whose allocation for funds under Title I of the Act for the current fiscal year is among the five highest in the State.

(b) *Reports concerning complaints.* The State educational agency shall establish procedures for investigating complaints alleging violations of the provisions of Title I of the Act or the regulations for that Title and for reporting to the Commissioner in the manner prescribed by him. Such procedures shall provide for the speedy disposition of all complaints, which shall ordinarily be accomplished within 90 days of the filing of the complaint. In any case, where the complaint cannot be fully investigated or resolved by the expiration of a 90-day period, the State educational agency shall report the substance of the complaint to the Commissioner along with the reasons for the delay. Reports submitted to the Commissioner following an investigation of a complaint shall include:

(1) The substance of any allegation and the name of the individual citizen, private organization or local educational agency making the allegation;

(2) A summary of the results of the investigation and any hearings held concerning the allegation; and

(3) A statement of the disposition of the complaint by the State educational agency.

(20 U.S.C. 241f(a)(3)(B), 1231(a), 1232c)

Subpart C—Payments

§ 116.17 Payment procedures.

The Commissioner will make all payments of Title I funds in accordance with the requirements set out in Subpart E of Part 100b of this chapter.

(20 U.S.C. 1232d)

§ 116.18 Title I funds not to be considered in determining State aid.

No payments by the Commissioner under Title I of the Act will be made to a State for any fiscal year in which the State has taken such payments into consideration in determining the eligibility of a local educational agency for State aid, or in determining the amount of that aid, with respect to the free public education of children during that year or the preceding fiscal year.

(20 U.S.C. 241g(c)(1))

§ 116.19 Maintenance of effort.

(a) *General requirement.* No payments to a State under Title I of the Act for any fiscal year may be made by the State educational agency to a local educational agency unless the State educational agency finds that the combined fiscal effort of that local educational agency and the State with respect to the provision of free public education by that local educational agency for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year. For purposes of this section, the term "local educational agency" will include State agency.

(b) *Measurement of fiscal effort.* For purposes of this section, fiscal effort by a local educational agency shall be measured by the amount of the current expenditures per pupil by the local educational agency other than expenditures from funds derived from Federal sources for which the local educational agency is required to account to the Federal Government directly or through the State educational agency; such as funds under Titles I, II, III and IV of the Act, Titles III and V of the National Defense Education Act of 1958, the Johnson-O'Malley Act, and the Economic Opportunity Act of 1964. Expenditures by a State with respect to a local educational agency rather than by such a local educational agency itself shall be deemed to have been maintained at the same level in the preceding fiscal year as in the second preceding fiscal year unless the basis for making such expenditures has been altered or if such expenditures are assumed by such a local educational agency. In such an event, the actual expenditures of that nature shall be taken into account in both years in determining combined fiscal effort. A combined fiscal effort in the preceding fiscal year shall not be deemed to be a reduction from that in the second preceding fiscal year unless the per pupil expenditure in the preceding fiscal year is less than that in the second preceding fiscal year by more than 5 percent. Any such reduction in fiscal effort by a local educational agency for any fiscal year by more than 5 percent will disqualify a local educational agency unless the local educational agency is able to demonstrate to the satisfaction of the State educational agency that such a reduction was occasioned by an unusual event, such as the removal of a large segment of property from the tax rolls, that could not have been fully anticipated or reasonably compensated for by the local educational agency and a diminished fiscal effort on the part of the local educational agency is not otherwise indicated.

(20 U.S.C. 241g(c)(2))

§ 116.20 Withholding by the Commissioner.

(a) *Nonconformity.* Whenever the Commissioner, after reasonable notice and opportunity for a hearing to any State educational agency, finds that there has been a failure to comply substantially with any assurance set forth in regard to Title I of the Act in the annual program plan of that State, he will notify the agency that further payments will not be made to the State under Title I of the Act (or, in his discretion, that the State educational agency will not make further payments under Title I of the Act to specified local educational agencies affected by the failure) until he is satisfied that there is no longer any such failure to comply. Until the Commissioner is so satisfied, further payments under Title I of the Act will not be made to that State or payments by the State educational agency will be limited to payments to local educational agencies not affected by the failure, as the case may be.

(b) *Suspension.* The remedy of suspension pending termination as provided in section 434(c) of the General Education Provisions Act may be involved in connection with a termination under this section.

(c) *Attempts to resolve differences.* Prior to initiating a hearing under this section, the Commissioner will attempt

to resolve any apparent differences with the State educational agency regarding the interpretation or application of the provisions of Title I of the Act and the pertinent regulations, including any apparent differences with respect to the disposition of matters reported by the State educational agency pursuant to § 116.7 of Subpart B.

(20 U.S.C. 241(j), 1232c(c))

Subpart D—General Program Requirements

§ 116.29 Planning grants.

A State or local educational agency (including a State agency directly responsible for providing free public education for handicapped children or for children in institutions for neglected or delinquent children) may apply for a grant in an amount not exceeding one percent of the maximum grant it is eligible to receive or $2,000, whichever is greater, for planning during the current fiscal year, provided that (a) such planning was, or will be, directly related to programs or projects to be carried out under Title I of the Act and has resulted, or is reasonably likely to result, in a program which will be carried out under that Title, and (b) such planning funds are necessary for that purpose because of the innovative nature of the program or project or because the local educational agency lacks the resources necessary for adequate planning for programs or projects to be carried out under Title I.

(20 U.S.C. 241(e)(a)(1) and (5))

§ 116.30 Title I funds supplementary to State and local funds.

(a) *General.* (1) Each application for a grant under Title I of the Act shall contain an assurance that the use of the grant funds will not result in a decrease in the use (for educationally deprived children residing in the project area) of State or local funds which, in the absence of funds under Title I of the Act, would be made available for the education of such children, and that such children will not otherwise be penalized in the application of State and local funds because of such a use of funds under Title I of the Act.

(2) No project under Title I of the Act will be deemed to have been designed to meet the special educational needs of educationally deprived children unless the Federal funds made available for that project (i) will be used to supplement, and to the extent practical, increase the level of State and local funds that would, in the absence of such Federal funds, be made available for the education of pupils participating in that project; (ii) will not be used to supplant State and local funds available for the education of such pupils; (iii) will not be used to provide instructional or auxiliary services that are ordinarily provided with State or local funds to children in schools operated by the applicant agency; and (iv) will be used solely to pay the excess costs of programs and projects assisted under Title I of the Act.

(b) *Services which applicant is required to provide.* Title I funds shall not be used to provide services which the applicant agency is specifically required to provide by State law or pursuant to a formal determination under Title VI of the Civil Rigths Act, Title IX of the Education Amendments of 1972 (Pub. L. 92-318), or section 504 of the Vocational Rehabilitation Act of 1973, as amended, or pursuant to a final order of a court.

(20 U.S.C. 241e(a) (1) and (3); *Lau v. Nichols* 414 U.S. 563 (1974))

§ 116.31 Relation of Title I projects to other programs.

(a) *Coordination in development of application.* Each application for a grant under Title I of the Act shall demonstrate that, in the development of such application, the applicant has taken into consideration benefits which are or may be available through other public and private agencies, and which would contribute toward meeting the special educational needs of educationally deprived children. Such application shall also demonstrate that the applicant has considered suggestions and offers which have been timely made by such agencies and which may assist in carrying out or make more effective the program or project for which application is made. Applicants shall, upon request, make the provisions of their applications available to interested public and private agencies far enough in advance of their final formulation to enable such agencies to make meaningful offers and suggestions.

(b) *Simultaneous use of funds.* The simultaneous use of funds under Title I of the Act and funds under other Federal programs to support discrete portions of a particular project is permissible if (1) the requirements of each program, considered separately, are satisfied with respect to the portion of the project which is being financed from such program; (2) there is no commingling of funds derived from one appropriation with funds derived from another appropriation; and (3) there is no transfer of funds derived from an appropriation to the use of an activity not authorized by the law authorizing such appropriation.

(c) *Use of State and local funds.* A program or project set forth in a project application that meets all the requirements of Title I of the Act shall be funded from State and local funds to the extent that such funds are available for specific services included in the project. Under the conditions set forth in this paragraph, Title I funds may be used to provide those services not provided by funds from other sources.

(20 U.S.C. 241e(a)(1) and (3), and 1232c (b)(1))

§ 116.32 Education aides.

An application for a project which involves the use of education aides shall include evidence that the applicant agency has provided, or will provide, a coordinated program of training in which the aides participate together with the professional staff whom they will assist.

(20 U.S.C. 241e(a)(12))

§ 116.33 Measurement of educational achievement and evaluation of programs.

(a) *Annual evaluation procedures.* Each application for a grant under Title I of the Act by a State agency or local educational agency (or by the Department of the Interior) shall describe the procedures and techniques to be utilized in making at least annually an evaluation of the effectiveness of the program in meeting the special educational needs of educationally deprived children, including appropriate performance criteria and the instruments and methods to be used to measure objectively changes in the educational achievement of the children who will participate in the program.

(b) *Standards.* The measurement of educational achievement of participating children shall be carried out with regard to objective standards or norms. The type of measurement used by a State or local educational agency shall give particular regard to the requirement under § 116.7 of Subpart B that the State educational agency report to the Commissioner on the effectiveness of the programs in that State in improving the educational achievement of educationally deprived children.

(c) *Children in private schools.* The evaluation of programs and projects shall, consistent with the nature and extent of participation of children enrolled in private schools, be extended to such participation.

(20 U.S.C. 241c-1, c-2, c-3, 241e(a) (2) and (6), 241e-1)

§ 116.34 Dissemination and utilization of results of educational research and demonstrations.

Each application by a State agency or local educational agency for a grant shall describe the methods to be used by the applicant for reviewing, selecting, and disseminating to teachers and educational administrators significant information on the latest developments and most recent experiments in education so that such information will be available for use in program planning and operation. The provisions in that regard may include, among other things, inservice education, professional workshops and seminars, consultations and visitations, and reports on the organization, operation and outcome of projects under Title I of the Act.

(20 U.S.C. 241c-1, c-2, c-3, 241e(a)(10))

§ 116.35 Public information.

Each application for a grant under Title I of the Act shall include specific plans for disseminating information concerning the provisions of Title I, and the applicant's past and present Title I programs—including evaluations of such programs—to parents and to the gen-

eral public and shall make available to them, upon request, those applications, evaluations of the applicant's past Title I projects, all reports required by § 116.39 to be submitted to the State educational agency, comparability reports and such other documents as may be reasonably necessary to meet the needs of such parents or other members of the public for information related to the comprehensive planning, operation, and evaluation of the Title I program, but not including information relating to the performance of identified children and teachers. Such plans shall include provision for the reproduction, upon request, of such documents free of charge or at reasonable costs (not to exceed the additional costs incurred which are not covered by Title I funds) or provisions whereby persons requesting such copies will be given adequate opportunity to arrange for the reproduction of such documents.

(20 U.S.C. 241e(a)(8), and (14)(D), 1231d)

§ 116.36 Administrative control of Title I property.

(a) *Control and title in public agency.* Control over the use of funds provided under Title I of the Act, and title to and administrative control over property acquired with these funds, shall be in a public agency, which will exercise such control consistent with §§ 100b.215 and 100b.216 of the general provisions regulations (45 CFR 100b.215, 100b.216). These funds and property shall be used for the purposes provided in Title I of the Act, but such a use shall not inure to the benefit of any private school. The incidental use of such property for other purposes is permitted only for related educational purposes on public premises and only so long as such a use does not interfere with the carrying out of a Title I project.

(b) *Equipment.* Equipment acquired with funds provided under Title I of the Act may, in certain cases, be placed on private school premises for a limited period of time, but the title to and administrative control over such equipment must be retained and exercised by a public agency. In exercising that administrative control, the public agency shall not only keep records of, and account for, the equipment but shall also assure itself that the equipment is being used solely for the purposes of the project, and remove the equipment from the private school premises when necessary to avoid its being used for other purposes or when it is no longer needed for the purposes of the project.

(c) *Assurance.* The application for a grant under Title I of the Act must contain a satisfactory assurance that the funds provided under Title I, and property derived therefrom, will at all times be under the control of, and be administered by, a public agency in accordance with the provisions of Title I of the Act and the regulations in this part.

(20 U.S.C. 241e(a)(3)(A) and 1232c(a))

§ 116.37 Cooperative projects.

Two or more local educational agencies eligible for grants under Title I of the Act may apply for a grant for a single project (including a planning project) to be carried out jointly in accordance with arrangements between or among such educational agencies.

(20 U.S.C. 241e(a)(1))

§ 116.38 Construction and equipment.

(a) *General.* No application for a project grant under Title I of the Act which includes the acquisition of equipment or the construction or remodeling of school facilities may be approved unless such acquisition or construction is demonstrated as being essential to the success of a program or project under Title I of the Act. Each application shall describe the need for such equipment or construction, in addition to other equipment or facilities previously acquired or constructed by the applicant with funds under Title I of the Act and for which the applicant is accountable, in connection with the proposed project. The applicant shall further describe how all such equipment or facilities will be used. If the construction of school facilities is so demonstrated as being essential for a program or project, the application must nevertheless comply with other requirements of Title I of the Act and the regulations in this chapter, such as the requirements in Subpart K, Part 100b of this chapter in regard to labor standards and overall State construction planning and, in relation to the overall program, the limitations in § 116a.23(f) in regard to participation by children enrolled in private schools.

(b) *Prohibition against maintaining isolation.* The State educational agency shall not approve a project involving construction of school facilities if it finds that such construction would tend to maintain the racial, cultural, or linguistic isolation of children.

(20 U.S.C. 241e(a) (1) and (4), 1232b)

§ 116.39 Reports by applicant agencies.

Each application by a local educational agency or a State agency directly responsible for providing free public education for handicapped children or for children in institutions for neglected or delinquent children shall provide assurance that it will render to the State educational agency an annual report and such other reports, in such form, and containing such information, including the results of objective measurements of educational achievement and program effectiveness required by § 116.33 and of research and replication studies, as may be reasonably necessary to enable the State educational agency to perform its duties under Title I of the Act. In the case of reports relating to performance, the information supplied shall have been developed in accordance with specific performance criteria related to program objectives.

(20 U.S.C. 241c-1, 241c-2, 241c-3, 241e(a) (6) and (7))

§ 116.40 Reimbursement for expenses incurred by parent council members and volunteers.

Members of parent councils and volunteers not receiving regular compensation under Title I of the Act may be reimbursed from Title I funds for personal expenses directly attributable to the performance of their duties and functions as set forth in approved applications.

(20 U.S.C. 241e(a)(14), 1231d)

§ 116.41 Staffing for programs and projects.

Payment of Title I funds may be authorized for the employment of the personnel required to provide specific services set forth in approved Title I applications. Such applications shall state the number and types of personnel to be employed.

(20 U.S.C. 241e(a)(1))

§ 116.42 Training.

(a) *Inservice training for Title I personnel.* Payment of Title I funds may be authorized for inservice training of staff members, parent council members, and volunteers who are engaged to perform specific services related to approved Title I programs or projects. Such training must be directly related to the services in which such persons will be engaged under Title I of the Act and to their needs for the development of competencies required if the program or project is to be effective.

(b) *Supplementary training for specialists and classroom teachers.* The services provided under Title I of the Act may include supplementary training for teachers who will be serving as specialists dealing solely with educationally deprived children to be served by the Title I project or as regular classroom teachers of such children in public or private schools. All such training shall be tailored to enable the teachers to meet the special educational needs of the educationally deprived children to be served and may be provided on a preservice or on inservice basis.

(20 U.S.C. 241e(a) (1), (12), and (14), 1231d; House Report 93-805, p. 17 (1974), Senate Report 93-1026, p. 144 (1974))

PART 116a—FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES TO MEET THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN

Part 116a as set forth in this notice of proposed rule making contains those provisions which are applicable to grants to local educational agencies under Title I of the Act. Included are provisions previously published in Part 116, in some cases with revisions or amendments, and provisions reflecting amendments to Title I of the Act in Pub. L. 93-380. The significant revisions and amendments in this part include the following:

1. Sections 116a.3 and 116a.4 incorporate by reference changes in the formula for the allocation of Title I funds as provided by Pub. L. 93-380. (See Appendix)

2. Section 116a.5 recognizes the availability of 1970 census data and reflects the provisions of law which require a State educational agency to transfer that portion of the allocation of a local educational agency based on children in local institutions, if that agency is unable or unwilling to provide Title I services for

such children. (See Pub. L. 91-230, section 103.)

3. In § 116a.20(b), local educational agencies with very high average concentrations of children from low-income families are provided with an alternative method of determining which school attendance areas in a school district are eligible for projects. A concentration of children from low-income families of at least 30 percent may, upon the request of the local educational agency and the approval of the State educational agency, qualify a school attendance area as a project area even though the district wide average concentration of such children is in excess of 30 percent. This provision reflects the intent of Congress as indicated in the House Report (House Rept. No. 93-805) on Pub. L. 93-380.

A similar provision was published as a proposed rule at 36 FR 18500, 18502 (September 15, 1971). However, numerous commentors objected to that rule because it failed to specify the data base on which such a determination would be made and could, therefore, lead to the proliferation of project areas and a dilution of Title I assistance. Since these objections indicated the need for further study of the so-called "30-percent rule," the rule was not adopted following the 1971 publication. Subsequent studies of the concentration of low-income families in various areas (made possible through the 1970 Census) have shown that implementation of the "30-percent rule" would have little if any effect on large urban areas (which was the major concern of the commentors on the 1971 proposal). The rule will particularly affect rural schools serving attendance areas with large numbers of low-income children who would otherwise be ineligible for Title I services because of the extremely high concentration of low-income families in the school district as a whole.

4. Section 116a.20(c) requires that school attendance areas be selected for projects in order of their respective concentrations of children from low-income families subject to exceptions set forth in that section.

5. Section 116a.20(d) establishes standards for determinations that "no wide variance" exists among the attendance areas in a school district in their concentrations of children from low-income families. If no wide variance exists, the entire district may be considered as a project area.

6. Paragraphs (g) and (h) of § 116a.20 reflect the amendments in Pub. L. 93-380 providing for (a) the continued eligibility of a school attendance area for one or two more years after it ceases to meet the eligibility criteria if it met such criteria in either of the two preceding fiscal years and (b) for the determination that a school with a high concentration of children from low-income families may be eligible for a program or project even though the attendance area served by that school is not eligible.

7. Clarifying language is included in § 116a.22(c) to confirm that Title I services may be provided to educationally deprived children in the context of their regular classrooms.

8. Section 116a.23 (formerly § 116.19) restates provisions relating to participation of children in private schools and reflects the provisions of section 141A of Title I of the Act, as amended by Pub. L. 93-380. The revised regulation is intended, by requiring more specific information, to emphasize the requirement that a local educational agency may receive a grant only upon a demonstration that services will be provided on an equitable basis for educationally deprived children enrolled in private schools. Section 116a.23-1 reflects the provisions of section 141A of Title I authorizing the Commissioner, after a notice and opportunity for hearing, to provide services for private school children where such services are not furnished by the local educational agency (because of legal impediments or because of substantial failure to provide such services on an equitable basis) and to pay for such services from the appropriate allocation under Title I.

9. Section 116a.25 (formerly § 116.17 (o)) has been extensively revised to reflect the requirements in section 141 (a)(14) of the Act, as added by Pub. L. 93-380, providing for the establishment of advisory councils at both the school district and school levels.

10. The rules regarding comparability of services between project schools and non-project schools (which were revised on June 28, 1973 at 38 FR 17127) have been further revised (a) to provide more detailed instructions as to the actions required by a State educational agency in the event that a local educational agency fails to achieve or maintain comparability (§ 116a.26(f)) and to describe with more particularity the consequences of non-compliance with comparability; (b) to provide rules for the grouping of schools by corresponding grade levels in those local educational agencies which serve fewer than the standard 12 or 13 grade levels (§ 116a.26(i)); and (c) in accordance with the definition of "excess costs" in Part 116, to provide for the exclusion of State and local funds for State compensatory education programs, bilingual education and programs for handicapped children, and staff employed with such funds from determinations of comparability (§ 116a.26(j)).

Assistance provided under this part is subject to applicable provisions contained in Subchapter A of this chapter (relating to fiscal, administrative, property management, and other matters) and to the provisions of revised Part 116, containing general provisions applicable to all programs under Title I of the Elementary and Secondary Education Act.

Part 116a is revised as set forth below:

Subpart A—General

Sec.
116a.1 Applicability.
116a.2 Definitions.

Subpart B—Eligibility for and Amount of Grants

116a.3 Eligibility of local educational agencies.
116a.4 Determination of grant which a local educational agency in a State is eligible to receive.
116a.5 Allocation of county aggregate grants by State educational agencies.
116a.6 Local educational agencies in more than one county.
116a.7 Local educational agencies with overlapping jurisdictions or serving children from another school district.
116a.8 Changes in local educational agencies.
116a.9 Ratable reductions.
116a.10 Further assistance to certain local educational agencies.
116a.11 Reallocation.
116a.12 Special incentive grants.
116a.13 Special grants under Part C of Title I of the Act.
116a.14 Grants to local educational agencies in the outlying areas and payments to the Secretary of the Interior.

Subpart C—Program Requirements

116a.19 Project applications.
116a.20 Selection of Title I attendance areas.
116a.21 Needs assessment.
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AUTHORITY: Section 2, Pub. L. 89-10, 79 Stat. 27, as amended, (20 U.S.C. 241a-241m, 242, 244), unless otherwise noted.

Subpart A—General

§ 116a.1 Applicability.

(a) The regulations in this part govern programs and projects for which funds are provided to local educational agencies under Title I of the Elementary and Secondary Education Act to meet the special educational needs of children of low-income families and for children in local institutions for neglected or delinquent children.

(b) Assistance provided under this part is subject to applicable provisions contained in the General Provisions for Education program regulations subchapter A, Part 100b of this chapter (relating to fiscal, administrative, property management and other matters).

(20 U.S.C. 241a)

§ 116a.2 Definitions.

As used in this part—

"Attendance area" means, in relation to a particular public school, the geographical area in which the children who are normally served by that school reside. An attendance area for an elementary school may not necessarily be coterminous with an attendance area for a secondary school.

(20 U.S.C. 241e(a)(1))

"Correctional institution" means any locally administered prison, jail, workhouse, or similar facility in which persons under the age of 18 are housed as a result of their having been committed to

that institution in accordance with State law and for whom the average length of stay is at least 30 days. For the purpose of this part, such children are considered to be living in institutions for delinquent children.

(20 U.S.C. 241c(c)(2) (B), (C))

"Institution for delinquent children" means a public or private nonprofit residential facility which is operated primarily for the care of, for an indefinite period of time or for a definite period of time other than one of short duration, children who have been adjudicated to be delinquent children.

(20 U.S.C. 241c(c)(2) (B), (C))

"Institution for neglected children" means a public or private nonprofit residential facility (other than a foster home) which is operated primarily for the care of, for an indefinite period of time, at least ten children who have been committed to the institution, or voluntarily placed in the institution, and for whom the institution has assumed or been granted custodial responsibility pursuant to applicable State law, because of the abandonment of or neglect by, or death of, parents or persons acting in the place of parents.

(20 U.S.C. 241c(c)(2) (B), (C))

"Project area" means an attendance area, or combination of attendance areas, having a high concentration of children from low-income families which, without regard to the locality of the project itself, is designated as an area from which children are to be selected to participate in a project.

(20 U.S.C. 241e(a)(1))

Subpart B—Eligibility for and Amount of Grants

§ 116a.3 Eligibility of local educational agencies.

(a) A local educational agency in a State (other than Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands) is eligible for a grant under Title I of the Act for a fiscal year if the Commissioner determines, on the basis of satisfactory data available to him, that the number of children counted under section 103(c) of Title I of the Act for the school district of such agency for such year amounts to at least 10.

(b) If the Commissioner does not have available satisfactory data on a school district basis, a local educational agency is eligible for such a grant if the school district served by it is located in whole or in part in a county in which the Commissioner determines that there are 10 or more of such children.

(20 U.S.C. 241c(b))

§ 116a.4 Determination of grant which a local educational agency in a State is eligible to receive.

The grant which a local educational agency in a State (other than Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands) is eligible to receive under Subpart 1 of Part A of Title I of the Act for a fiscal year will be determined by the Commissioner in accordance with the provisions of sections 103(a)(2)–(4) and 103(c) of Title I, subject to the provisions of section 144 of such Title. (See Appendix)

(20 U.S.C. 241c(a) (2), (3), (4), 241c(c))

§ 116a.5 Allocation of county aggregate grants by State educational agencies.

(a) *General.* This section prescribes criteria for the allocation by a State educational agency of the aggregate amount determined for a county (under section 103(a)(2) of Title I of the Act) among the local educational agencies whose school districts are located in whole or in part in such county. Such aggregate amount is hereinafter often referred to as the county aggregate grant.

(b) *Children in institutions.* To the extent that a county aggregate grant is based on the number of children aged 5 to 17, inclusive, living in institutions for neglected or delinquent children (including children in local correctional institutions), the county aggregate grant shall be allocated on the basis of the location of such institutions in the various school districts of the local educational agencies concerned. If a State educational agency determines that a local educational agency is unable or unwilling to provide for the special educational needs of such children, that portion of the grant of that local educational agency which is based on such children shall be assigned to the State educational agency if it assumes that responsibility. If the State educational agency does not assume that responsibility, it shall designate another State or local public agency that is able and willing to assume that responsibility. If no public agency is designated by the State educational agency for that purpose, the local educational agency's allocation shall be reduced in an amount equal to the portion of the grant of that agency which is based on such children.

(c) *Allocation of remainder of county grant.* Subject to applicable provisions of law (including the provisions of section 144 of Title I of the Act), the remainder of the county aggregate grant shall be allocated by the State educational agency among the several local educational agencies whose school districts lie (in whole or in part) within the county on the basis of the current distribution in the county of children aged 5 to 17, inclusive, from low-income families as determined on the basis of the available data which such State educational agency deems best to reflect the current distribution in the county of children aged 5 to 17, inclusive, from low-income families including but not limited to (1) 1970 census data using a poverty income level selected by the State educational agency, and (2) data on children in families receiving payments under the program of aid to families with dependent children under a State plan approved under Title IV of the Social Security Act.

(20 U.S.C. 241c(a) (2), (3) (A))

§ 116a.6 Local educational agencies in more than one county.

The allocation to a local educational agency pursuant to § 116.5 shall be made separately for each county in which a part of the school district served by that local educational agency is located. The grant for such a local educational agency shall be the sum of its allocations from the aggregate grants of the counties in which it is located.

(20 U.S.C. 241c(a)(2))

§ 116a.7 Local educational agencies with overlapping jurisdictions or serving children from another school district.

In any case in which two or more local educational agencies have responsibility for different groups of children in a school district, or serve school districts which overlap, or in any case in which a local educational agency provides free public education for a substantial number of children residing in the school district of another local educational agency, the State educational agency may allocate the amount of the grants for those agencies among them in such manner as it determines will best carry out the purposes for which the grants under Title I of the Act are made available.

(20 U.S.C. 241c(a)(3)(B))

§ 116a.8 Changes in local educational agencies.

(a) *Merger or consolidation.* In any case in which there is a merger or consolidation of local educational agencies during the school year, the grant which each such agency was eligible to receive shall become available to the surviving or consolidated agency. The surviving or consolidated agency shall be responsible for projects previously approved for each of the agencies participating in the merger or consolidation.

(b) *Changes in service areas.* In any case in which the geographical area of a school district served by a local educational agency is diminished, or divided with another local educational agency, during the school year, the State educational agency shall redetermine the grants by using the same method used in making the original determination. However, nothing herein shall preclude the completion, where appropriate, of previously approved projects by the agency originally submitting the projects by itself or through a cooperative undertaking.

(20 U.S.C. 241c(a)(2))

§ 116a.9 Ratable reductions.

If the sums appropriated for any fiscal year are not sufficient to pay in full the amounts which all local educational agencies are eligible to receive under Title I of the Act for that year, the amounts available to local educational agencies shall be determined in accord-

ance with section 144 of Title I of the Act as amended.

(20 U.S.C. 241h)

§ 116a.10 Further assistance to certain local educational agencies.

Section 101(a)(10) of Pub. L. 93-380 provides for an authorization of appropriations for each fiscal year to be allocated at the discretion of the Commissioner to assist local educational agencies whose total allocation under part A of Title I of the Act is 90 per centum or less than such allocation under such part A during the preceding fiscal year. The Commissioner will distribute any funds appropriated under section 101(a)(10) among local educational agencies described in the preceding sentence, after considering (on the basis of the most satisfactory data available to him) the amount that each such local educational agency would have received but for the operation of the "85 percent hold harmless" provisions of section 144 of Title I of the Act.

(20 U.S.C. 241b-1, 241h; Pub. L. 93-380, sec. 101(a)(10))

§ 116a.11 Reallocation.

(a) *States.* The State educational agency in the States of the Union, the District of Columbia, and Puerto Rico may determine not earlier than March 31 of a fiscal year the amounts allocated for that year to State agencies (not including the State educational agency for programs for migratory children) and local educational agencies in excess of the amounts required for approved programs and projects and shall certify such amounts to the Commissioner. Such amounts shall be made available, first by State educational agencies to other educational agencies in the particular State but not so as to make available to an agency more than the basic grant to which that agency is entitled. The amounts made available under this paragraph for distribution within a State shall be distributed among the State and local educational agencies which apply for additional funds and which have the greatest needs to redress inequities inherent in, or mitigating hardships caused by, the application of the provisions of §§ 116a.4 and 116a.5. The needs of the State and local educational agencies, and the amounts to which they shall be eligible, shall be determined on the basis of the extent to which the State educational agency determines the application of those provisions fail, as a result of population shifts, changing economic conditions, or other reasons, to reflect actual needs. In the event excess amounts are still available after applying the foregoing provisions of this paragraph, those excess amounts will be distributed by the Commissioner among other States of the Union or the District of Columbia, or Puerto Rico in accordance with their needs as determined by the Commissioner for use by local educational agencies having the greatest need therefor. In no event, however, will the total amount made available to an agency exceed the maximum basic grant to which that agency is entitled.

(b) *Outlying areas; Department of Interior.* By March 31 of each fiscal year the Commissioner may require State educational agencies in Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands to certify to him the amounts for which applications have been or will, during that fiscal year, be approved by such agencies, and by which the Department of the Interior will report to the Commissioner the amount needed by that Department for Title I projects. The excess of the amounts made available to any of such agencies or the Department of the Interior over the amounts which the Commissioner determines are needed by them will be redistributed among eligible agencies according to their respective needs for such amounts as redetermined by the Commissioner at that time.

(20 U.S.C. 241h)

§ 116a.12 Special incentive grants.

(a) *General.* Subject to the provisions of section 144 of Title I of the Act, any State of the Union and the District of Columbia shall be entitled to receive a grant pursuant to Part B of Title I of the Act, if it meets the requirements of that Part.

(b) *Applications.* An incentive grant under this section will be made to a State upon application therefor by the State educational agency to the Commissioner submitted not more than 30 days after the date on which the Commissioner notifies the State educational agency of the State's eligibility for such grant and the amount thereof, or by the end of the applicable fiscal year, whichever occurs earlier. Such an application shall include information concerning the policies and procedures to be used in selecting the local educational agencies which will receive incentive grant funds and the amounts of such assistance. Such information shall be presented in detail sufficient to assure the Commissioner that incentive grant funds will be made available to local educational agencies in the State with the greatest need for assistance under Title I of the Act and in amounts corresponding to their respective needs. Such policies and procedures shall take into account factors appropriate for those purposes, such as the amounts available to local educational agencies under Parts A and C of Title I of the Act; the number and percentage of children from low-income families in the several school districts; the number and percentage of such children not otherwise being served under Title I; any sudden influx in the number of such children; dropout rates, the incidence and severity of special educational needs as indicated by test scores or other measures; the availability of funds from other sources for programs for educationally deprived children; and the local fiscal effort.

(c) *Use of funds.* Incentive grant funds shall be made available only to those local educational agencies whose fiscal effort with regard to public elementary and secondary education is at least equal to the average fiscal effort in that regard of local educational agencies in that State, as determined by the State educational agency. Incentive grant funds shall be made available to a limited number of local educational agencies for specific projects which the State educational agency deems to be innovative or which: (1) Show special promise of success through the modification or revision of existing Title I programs; (2) are of sufficient size, scope, and quality as required by § 116a.22; (3) include performance criteria to be used in connection with the evaluation of such projects; and (4) otherwise meet the requirements for projects under Part A of said Title I.

(20 U.S.C. 241d, 241d-1, 241d-2, 241g(b)(1))

§ 116a.13 Special grants under Part C of Title I of the Act.

(a) A local educational agency which is eligible for a grant under Title I of the Act for a fiscal year shall be entitled to an additional grant if it meets the requirements of section 131 of Title I of the Act. The amount of that grant shall be determined in accordance with subsection (c) of that section. Such additional grants are subject to the conditions and requirements of section 141 of the Act.

(b) The amount available for a county in accordance with section 131 of the Act shall be allocated in accordance with the provisions of § 116a.5.

(20 U.S.C. 241d-11, 241(e))

§ 116a.14 Grants to local educational agencies in the outlying areas and payments to the Secretary of the Interior.

(a) *Allotments.* An amount equal to one per centum of the amount allotted for grants to local educational agencies in States as defined by Part 116 shall be allotted for grants to local educational agencies in the outlying areas of Guam, American Samoa, the Virgin Islands and the Trust Territory of the Pacific Islands and for payments to the Secretary of the Interior. Such additional amounts shall be allotted as will assure that the amount for each such outlying area and for payments to the Secretary of the Interior shall not be less than the corresponding amount for fiscal year 1973.

(b) *Out-of-State Indian children.* The Secretary of the Interior shall, from the amount allotted to him in accordance with paragraph (a) make payments to local educational agencies with respect to out-of-State Indian children being educated in the elementary and secondry schools of such agencies under special contracts with the Department of Interior. The use of such funds for the special educational needs of such children shall be approved by the appropriate State educational agency and the Department. The amount available to a local educational agency shall not exceed for each such child 40 per centum of (1) the average per pupil expenditure in the State in which the agency is

located or (2) 120 per centum of such expenditure in the United States, whichever is greater, and shall be determined in accordance with such terms as the Commissioner finds will best carry out the purposes of Title I of the Act.

(c) *Agreements.* The remainder of the payments to be made to the Secretary of the Interior not required for the purposes of paragraph (b) shall be made pursuant to an agreement between the Commissioner and the Secretary, containing such assurances and terms as the Commissioner determines will best achieve the purpose of Title I of the Act. Such agreement shall contain assurances that payments made pursuant to this paragraph will be used solely for programs and projects approved by the Secretary of the Interior which meet the applicable requirements of the statute, and of this Part and Part 116.

(20 U.S.C. 241c(a)(1), 241c(d))

Subpart C—Program Requirements

§ 116a.19 Project applications.

(a) *General.* Grants under Title I of the Act to a local educational agency will be made on the basis of applications therefor which are submitted to the State educational agency and approved by it in an amount not in excess of the allocation of the funds made available for that local educational agency pursuant to § 116a.5 of Subpart B.

(b) *Projects and project areas.* An application for a grant under Title I of the Act by a local educational agency shall set forth a project for educationally deprived children residing in a project area composed of school attendance areas having high concentrations of children from low-income families or a project for serving children living in institutions for neglected or delinquent children, which project shall have been designed specifically to meet special educational needs of those educationally deprived children. The project itself shall be carried out at locations where the needs of the educationally deprived children can best be served. It may involve the participation of educationally deprived children residing outside the project area if such participation will not dilute the effectiveness of the project with respect to children residing in the project area.

(c) *Prohibition against assignment of eligibility.* Subject to the reallocation authority in § 116a.11 of Subpart B, no local educational agency may assign any part of its eligibility to another agency. This does not, however, prevent a State educational agency from exercising its authority under § 116a.7 nor prevent two or more applicants in one or more States from conducting a joint program or project (including a planning project) through a combined use of funds made available to them.

(20 U.S.C. 241a, 241e(a)(1), 241g(a)(2))

§ 116a.20 Selection of Title I attendance areas.

(a) *Designation of project areas.* Each application for a grant under Title I of the Act by a local educational agency, other than an application for a grant for planning, shall designate the project area or the institution or special school for which the project is designed. A project area may include one or more school attendance areas having high concentrations of children from low-income families. The project area must be sufficiently restricted in size in relation to the nature of the project as to avoid jeopardizing the effectiveness of the project in meeting its aims and objectives.

(b) *Eligibility of attendance areas.* (1) Except as otherwise provided in paragraphs (g) and (h) and section 150 of Title I of the Act, a school attendance area for either a public elementary school or a public secondary school may be designated as a project area if it has, on a percentage or numerical basis, a high concentration of children from low-income families.

(2) On a percentage basis, such an area is one in which the percentage of children from low-income families is at least as high as the percentage of such children residing in the whole of the school district. In addition, upon specific request by the local educational agency, the State educational agency may approve the designation as project areas of attendance areas in which at least 30 percent of the children are from low-income families on the basis of current data using the criteria of poverty as applied in the latest Decennial Census.

(3) On a numerical basis, such an area is one in which the estimated number of children from low-income families residing in that attendance area is at least as large as the average number of such children residing in each of the several school attendance areas in the school district.

(4) If a combination of such methods is used, the number of attendance areas actually designated for projects may not exceed the number of such areas that could be so designated if only one such method had been used.

(c) *Ranking of attendance areas.* (1) Except upon request to and approval by the State educational agency based on an assessment of particular educational needs in accordance with paragraph (c)(2) of this section, a local educational agency shall not designate a school attendance area as a project area unless all attendance areas with a higher percentage or number of children of low-income families (depending on the method used to determine the eligibility of the school attendance area) have been so designated or have been designated to receive (through the use of funds from other sources) services of the same nature and scope as those that would otherwise be provided under Title I.

(2) A local educational agency is not required, however, to designate an area as a project area on the basis of its rank, if such agency can demonstrate, to the satisfaction of the State educational agency, that the incidence and severity of educational deprivation in that area is substantially less than in other attendance areas proposed to be designated for projects. In no event, however, shall the State educational agency approve such a request without first determining (in accordance with the procedures in § 116a.26) that the services provided with State and local funds in any area with a higher percentage or number of children of low-income families but not designated for a project area comparable to the services provided in other areas not designated for projects.

(d) *Districts with no wide variance in the incidence of poverty.* If there is no wide variance in the concentrations of children from low-income families among the several school attendance areas in the school district, the whole of a school district may be regarded as a project area. Such a determination may be made only if the variation between the areas with the highest and lowest percentage of such children is not more than one-third of the average percentage of children from low-income families in the district as a whole.

(e) *Cooperative projects.* In the case of a project undertaken jointly by two or more such local educational agencies, the project area with respect to each school district must be one that qualifies as a project area under this section. However, the whole of the project area must be considered in determining whether it is sufficiently restricted in size in relation to the nature of the project as to maintain the effectiveness of the project in meeting its aims and objectives.

(f) *Determining number of children from low-income families.* Except for the purposes of the second sentence of paragraph (b)(2) of this section, where data are not available to make an accurate determination of the number of children from low-income families, the number may be estimated on the basis of the number of children in families receiving Aid to Families with Dependent Children (AFDC), or any other reliable and uniform indicator of poverty, or a combination of such factors. However, whatever data are used must be applied uniformly throughout the applicant's school district.

(20 U.S.C. 241a)

(g) *School attendance areas qualifying in prior fiscal years.* A school attendance area which (1) does not meet the requirements of this section for a fiscal year but (2) did meet such requirements and received Title I services in either of the two fiscal years immediately preceding such fiscal year shall be deemed to meet such requirements for such fiscal year. A local educational agency shall not be required to apply the provisions of paragraph (c) of this section to a school attendance area described in the preceding sentence. Neither of such two preceding fiscal years shall be earlier than fiscal year 1975.

(20 U.S.C. 241e(a)(13); Senate Rept. No. 93-1026, p. 144 (1974))

(h) *Services to certain schools in nonqualifying school attendance areas.* At

the discretion of a local educational agency, notwithstanding any other provision of this section, Title I services may be provided for educationally deprived children enrolled in a school at which the percentage or number of children from low-income families in average daily attendance is at least as high as the districtwide average percentage or number required for eligibility on an attendance area basis in accordance with paragraph (b) of this section.

(20 U.S.C. 241a; House Rept. No. 93-805, p. 16-17 (1974))

§ 116a.21 Needs assessment.

Each application by a local educational agency for a grant under Title I of the Act shall contain an assessment of the special educational needs identified with educationally deprived children residing in the project area, including children enrolled in private schools. The assessment of needs shall demonstrate at least the following:

(a) That the special educational needs were determined in consulation with teachers, parents, representatives of private school children and representatives of other agencies which have a continuing and genuine interest in the children to be served;

(b) That the needs of children, particularly as indicated by objective measures of educational deficiency in reading, written communication, and mathematics, have been carefully and fully documented;

(c) That the assessment of needs has considered the needs of preschool children, children in early elementary grades, children in later elementary grades and secondary schools, dropouts, children in institutions for neglected or delinquent children (regardless of whether they reside in eligible attendance areas) handicapped children, and non-English speaking children;

(d) That an order of priority has been established for addressing the various needs which have been identified and serving the types of children who have demonstrated such needs; and

(e) That the assessment of needs has taken into consideration the results of evaluations of Title I programs carried out in previous years.

(20 U.S.C. 241e(a), (1), (2), and (6))

§ 116a.22 Project design, size, scope, and quality.

(a) *Relationship of project to needs assessment.* Each project for which application is made by a local educational agency must be tailored toward meeting one or more of the special educational needs which have been identified in such application. Each such application for a grant shall describe the objectives of the project in relation to those special educational needs and the basis on which the achievement of those objectives will be determined as required by § 116.33 of Part 116. It must demonstrate that the project has been sufficiently well planned to meet those objectives and that the project makes adequate provision for its implementation in an effective manner.

(b) *Children to be served.* The project for which an application for a grant is made by a local educational agency must be designed to meet the special educational needs of those educationally deprived children who have the greatest need for assistance. The types of services offered in the project must correspond to the priority needs identified as required by § 116a.21. However, none of the educationally deprived children who are in need of the special educational services to be provided shall be denied the opportunity to participate in the project on the ground that they are not children from low-income families or on the ground that they are not attending school at the time.

(c) *Needs to be served.* (1) Each such project must be tailored to contribute particularly toward meeting one or more of the special educational needs of educationally deprived children as identified pursuant to § 116a.21 and must not be designed to meet the general needs of schools or of the student body at large in a school or in a specified grade in a school.

(2) Nothing in this part prohibits the provision of services under this part to educationally deprived children in their regular classrooms or in other settings in which children who are not educationally deprived participate, if such services are designed to meet the special educational needs of identified educationally deprived children to be served and are provided under circumstances which do not impair the effectiveness of such services to such educationally deprived children.

(d) *Size, scope, and quality.* Each application by a local educational agency for a grant (other than one for a planning project) must propose projects of sufficient size, scope and quality as to give reasonable promise of substantial progress toward meeting the special educational needs of educationally deprived children for whom the projects are intended. The program of a local educational agency must involve the expenditure of at least $2,500 or such lesser amount as may be set by the State educational agency upon its determination that it would be impossible, for such reasons as distance or difficulty of travel, for the applicant to join effectively with other local educational agencies for the purpose of meeting that dollar requirement. The budget for a project shall avoid imprudent, extravagant or wasteful expenditures which would tend to defeat the intent of the Act to meet the special educational needs of educationally deprived children. The project application must justify any proposed expenditures above the level of expenditures by the applicant for other comparable activities.

(e) *Concentration.* Programs or projects for which assistance is requested (other than planning projects) shall be concentrated on a limited number of projects relating to a limited number of educationally deprived children so as to give reasonable promise of promoting, to a marked degree, improvement in the educational attainment of the children to be served, particularly with respect to attainment in reading, oral and written communication, and mathematics.

(f) *Individualized educational plans.* In considering applications under Title I of the Act, a State educational agency shall, where feasible, encourage local educational agencies submitting such applications to provide for the development for each educationally deprived child participating in an approved program or project under such Title I. an individualized written educational plan (maintained and periodically evaluated), agreed upon jointly by the applicant agency, a parent or guardian of the child, and when appropriate, the child. Funds under Title I of the Act may be used for the purpose of developing, maintaining and evaluating such plans.

(20 U.S.C. 241e(a)(1) and 241e(b))

§ 116a.23 Participation by children enrolled in private schools.

(a) *General requirement.* Each local educational agency shall provide special educational services designed to meet the special educational needs of educationally deprived children residing in its school district who are enrolled in private schools. Such educationally deprived children shall be provided genuine opportunities to participate therein consistent with the number of such educationally deprived children and the nature and extent of their educational deprivation. The special educational services shall be provided through such arrangements as dual enrollment, educational radio and television, and mobile educational services and equipment. Such opportunities shall be made available to those educationally deprived children who reside in the public school attendance area designated as the project area or in a geographical area reasonably coterminous with the project area. If it is not practicable to apply a project to children enrolled in private schools because they are enrolled in a private school located in another school district, the applicant may make arrangements for such children with the local educational agency serving such other school district, including where appropriate, the making of a joint project application.

(b) *Determination of needs, number of children, and types of services.* The needs of educationally deprived children enrolled in private schools, the number of such children who will participate in the program, and the types of special educational services to be provided for them shall be determined, after consultation with persons knowledgeable of the needs of these private school children, on a basis comparable to that used in providing for the participation in the program by educationally deprived children enrolled in public schools.

(c) *Nature and comparability of services.* If the local educational agency determines that it is necessary, in order to

meet the special educational needs of eligible private school children, services and activities may be provided to such children which are different from those provided to public school children. However, consistent with the principles set forth in § 116a.22 of this subpart, those services and activities must be comparable in quality, scope, and opportunity for participation to those provided to public school children with needs of equally high priority.

(d) *Design of projects.* The opportunities for participation by educationally deprived children in private schools in the program of a local educational agency under Title I of the Act shall be provided through projects of the local educational agency which furnish special educational services that meet the special educational needs of such educationally deprived children rather than the needs of such schools or the student body at large or of children within a specific grade. Provisions for serving children in private schools shall not include the financing of the existing level of instruction in the private schools. The application shall state how the needs of educationally deprived children enrolled in private schools were assessed, the number of such children who were found to be educationally deprived according to specific criteria, the number of such children who are expected to participate in each of the services under Title I and the degree and manner of their expected participation.

(e) *Avoidance of separate classes.* Any project to be carried out in public facilities and involving a joint participation of children enrolled in private schools and children enrolled in public schools shall include such provisions as are necessary to avoid classes which are separated by school enrollment or religious affiliation of the children.

(f) *Limitations on availability of services in other than public school facilities.* Public school personnel may be made available on other than public school facilities only to the extent necessary to provide special services (such as therapeutic, remedial, or welfare services, broadened health services, school breakfasts for poor children, and guidance and counseling services) for those educationally deprived children for whose needs such services were designed and only when such services are not normally provided by the private schools. The application for a project including such special services shall provide satisfactory assurance that the applicant will maintain continuing administrative direction and control over those services. Subject to the provisions of § 116.36 of Part 116, mobile or portable equipment may be used on private school premises for such period of time within the life of the current project for which the equipment is intended to be used as is necessary for the successful participation in that project by educationally deprived children enrolled in private schools. Provisions for special educational services for educationally deprived children enrolled in private schools shall not include the paying of salaries for teachers or other employees of private schools, except for services performed outside their regular hours of duty and under public supervision and control, nor shall they include the using of equipment other than mobile or portable equipment, on private school premises or the construction of private school facilities.

(g) *Other requirements.* Special educational services and arrangements provided under this section shall meet the requirements of clauses (A) and (B) of section 141(a)(1), section 141(a)(2), and clauses (A) and (B) of section 141(a)(3) of the Act.

(20 U.S.C. 241e(a) (1), (2), and (3) 241e-1(a); *Wheeler v. Barrera*, 417 U.S. 402 (1974))

§ 116a.23-1 Waiver of requirements for participation by children enrolled in private schools.

(a) *Approval of applications.* The State educational agency shall not approve an application for a grant for a program that does not meet the requirements of § 116a.23 of this subpart unless and until a final determination to waive such requirements has been made by the Commissioner pursuant to section 141A of Title I of the Act and satisfactory arrangements have been made for the provision of such services by the Commissioner under this section. The State educational agency shall notify the Commissioner that an application has been disapproved because of the local educational agency's failure to meet the requirements of § 116a.23 and set forth the reasons and supporting evidence for such disapproval.

(b) *Waivers in cases of legal prohibition.* If a local educational agency is prohibited by law from providing for the participation in special programs for educationally deprived children enrolled in private elementary and secondary schools as required by sections 141(a)(2) and 141A(a) of Title I of the Act and § 116a.23 of this subpart, the Commissioner will waive such requirement and the provisions of section 141(a)(2) and will arrange for the provision of services to such children through arrangements which shall be subject to the requirements of section 141A(a) of Title I of the Act. For the purpose of determining whether a local educational agency is prohibited by law from providing for participation of educationally deprived children in private schools, the Commissioner may require the State educational agency to furnish an opinion of the Attorney General of the State with regard to the status of State law regarding such participation.

(c) *Waivers in cases of substantial noncompliance.* (1) If the Commissioner determines that a local educational agency has substantially failed to provide for the participation, on an equitable basis, of educationally deprived children enrolled in private elementary and secondary schools (as set forth in an approved application) as required by section 141(a)(2) and 141A(a) of Title I of the Act and § 116a.23 of this subpart, he shall make arrangements for the provision of services to such children, which shall be subject to the requirements of section 141A(a) of Title I, upon which determination the provisions of such section and section 141(a)(2) of such Title I shall be waived.

(2) Where a local educational agency, pursuant to an application approved under this Part, undertakes to provide for the participation, on an equitable basis, of children enrolled in private elementary and secondary schools (as required by Title I of the Act and § 116a.23 of this Part) and such agency thereafter reduces the size, scope, or quality of the services provided such children prior to (i) a final determination by the Commissioner to waive such requirement and (ii) the implementation of satisfactory arrangements for the provision of such services by the Commissioner under this section, no obligations or expenditures incurred by such agency may be recognized as allowable under Title I of the Act for the period during which such reduction of services takes place.

(d) *Cost of arrangements by Commissioner.* When the Commissioner arranges for services pursuant to this section, he shall, after consultation with the appropriate public and private school officials, pay the cost of such services from the appropriate allocation or allocations under Title I of the Act. In the case of arrangements under this section, such allocation shall be the allocation of the local educational agency affected.

(e) *Notice, opportunity for hearing, judicial review.* (1) The Commissioner shall not take any final action under this section until he has afforded the State educational agency and local educational agency affected by such action at least sixty days notice of his proposed action and an opportunity for a hearing with respect thereto on the record. Hearings pursuant to this paragraph shall be conducted in accordance with the provisions of 5 U.S.C. 556-57.

(2) If a State or local educational agency is dissatisfied with the Commissioner's final action after a hearing under paragraph (e)(1) of this section, it may, within sixty days after notice of such action, file, with the United States Court of Appeals for the circuit in which such State is located, a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of Title 28, United States Code.

(3) The findings of fact by the Commissioner, if supported by substantial evidence, shall be conclusive. However, the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall file in the court the recrod of the further proceedings.

Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

(4) Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review of the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of Title 28, United States Code.

(20 U.S.C. 241e-1)

§ 116a.24 Bonus pay for teachers.

(a) *General.* An application for a grant for a project under Title I of the Act may include, as a part of the applicant's program, provision for the payment of bonuses to teachers in a limited number of schools serving attendance areas with exceptionally high concentrations of children from low-income families.

(b) *Definition.* For the purposes of this section, the term "teacher" means a person holding a teaching certificate in the State who has a regular instructional assignment and is taken into account in the computation of pupil-teacher ratios in the State.

(c) *Eligibility of teachers; amount of bonuses.* The eligibility of teachers for such bonuses may be made subject to such conditions, including the completion of prescribed courses of special training, as may be set by the local educational agency with the approval of the State educational agency. Such bonuses must be reasonable in amount but must be deemed (by the approving State educational agency) to be sufficient to attract to, or retain at, such schools the teachers best qualified to help meet the special educational needs of the educationally deprived children to be served by the program of the local educational agency.

(d) *Application.* (1) A project application that includes provision for the payment of teacher bonuses must demonstrate that the applicant's regular salary schedule has not attracted or has not retained sufficient numbers of teachers of high caliber in the area in which the teacher bonus provision is to be made applicable. It must also demonstrate how the local educational agency plans to recruit, hire, provide inservice training to, and evaluate all teachers who will receive bonuses, and how such teachers will serve as an integral part of the Title I program.

(2) The continuation of the payment of teacher bonuses by a local educational agency beyond a two-year period shall be conditioned upon a demonstration in project applications for subsequent years that bonus payments in the school district have in fact been effective in attracting and retaining teachers of high caliber and that such teachers have significanty contributed to improving the performance of educationally deprived children. For this purpose, the State educational agency must assume a special responsibility for monitoring and evaluating teacher bonus components of programs in the light of specific measurable goals and must collect and maintain data on the extent of the use and the effectiveness of such teacher bonus components of programs under Title I of the Act.

(20 U.S.C. 241e(a)(1))

§ 116a.25 Parent advisory councils.

(a) *General requirements.* Each local educational agency shall demonstrate in each annual application submitted under this subpart that it has established an advisory council for the entire school district of such agency (hereinafter "district advisory council") and, except as provided in paragraph (f) of this section, an advisory council for each school or such agency served by the program or project set forth in the application (hereinafter "school advisory council"). Such agency may establish intermediate councils for groups of schools within its school district. The application of such agency shall demonstrate that the district advisory council, any intermediate council, and each school advisory council, in accordance with the provisions of this section:

(1) Has, as a majority of its members, parents of childen (including parents of private school children) who participated in the program in the preceding year or who will participate in the current year's program;

(2) (i) In the case of a districtwide or intermediate advisory council, is composed of members selected by the parents in the school attendance areas designated as project areas, and (ii) in the case of a school advisory council, is composed of members selected by the parents in the school attendance area of such council;

(3) Has been given responsibility by such agency for advising it in the planning for, and the implementation and evaluation of, such program or project; and

(4) Is provided by such agency with access to appropriate information concerning such program or project.

(b) *Participation of parents in selection of councils.* All of the parents of children eligible ot attend a public school serving a project area, including parents of children living in such area and enrolled in private schools, shall be eligible to participate in the selection of members of the appropriate district and intermediate councils and the school advisory council of that school.

(c) *Identification of parents eligible for membership.* The local educational agency shall establish appropriate procedures whereby parents of children who participated in the preceding year or who will participate in the current year's program may, with their consent, be identified so that they may be considered for membership on a school, intermediate or district advisory council.

(d) *Procedure for selection.* The local educational agency, after consultation with the district advisory council, shall establish appropriate procedures for the nomination and selection of parents eligible under paragraph (c) and other persons for service on district and school advisory councils. Such procedures shall include provision for affording adequate notice to the parents and the general public in the agency's school district (or in the appropriate school attendance area in the case of a school council) of the time, place, and method whereby such selection would be made. Upon the selection of members of the council, the names of all members of such council shall be made available to the public through appropriate notices and continue to be available upon request.

(e) *Membership of districtwide or intermediate councils.* The local educational agency may provide that the membership of its districtwide or intermediate advisory councils will be composed solely of members of the school councils, each member of which is elected by his or her school council.

(f) *Local educational agencies with one school or less than 1,000 students.* A local educational agency with only one school at which Title I services are provided or with two or more such schools with a combined enrollment of less than 1,000 children is required to have only a district advisory council.

(g) *Involvement of councils.* Each local educational agency shall include in its application sufficient information to enable the State educational agency to make the following determinations:

(1) That each council has been furnished free of charge copies of Title I of the Act, the Federal regulations, guidelines and criteria issued pursuant thereto, State Title I regulations and guidelines, the local educational agency's current application, periodic progress reports on the implementation of the currently approved Title I program, appropriate orientation and training materials, and such other information and documents (including prior applications for Title I projects and evaluations thereof) as may be needed for the effective involvement of each such council in the planning, development, operation, and evaluation of projects under Title I;

(2) That the local educational agency has provided each council with the agency's plans for future Title I projects and programs, together with a description of the process of planning and developing those projects and programs, and the projected times at which each stage of the process will start and be completed;

(3) That each council has had an adequate opportunity to consider the information available concerning the special educational needs of the educationally deprived children residing in the project area (or areas), and the various programs available to meet those needs, and to make recommendations concerning those needs which should be addressed through the Title I program and similar programs;

(4) That each council has had an opportunity to review evaluations of prior Title I programs and has been informed

of the performance criteria by which the proposed program is to be evaluated;

(5) That the Title I program in each project area includes specific provisions for informing and consulting with parents concerning the services to be provided for their children under Title I of the Act, the performance of their children, and the ways in which such parents can assist their children in realizing the benefits those services are intended to provide;

(6) That the local educational agency has adequate procedures to insure prompt response to complaints and suggestions from parents and the parent councils; and

(7) That all parents of children to be served have had an opportunity to present their views concerning the application to the appropriate school council, and that each council shall submit its comments to the local educational agency which shall consider such comments in determining whether or not the application shall be approved and submitted to the State educational agency.

(h) *Additional rules and procedures.* The State educational agency may establish such additional rules and procedures, not inconsistent with the provisions of this section, as may be reasonably necessary to insure the involvement of parents and the proper organization and functioning of parent advisory councils.

(20 U.S.C. 241e(a)(8), (14), 1231d)

§ 116a.26 Comparability of services.

(a) *State agency action regarding applications.* A State educational agency shall not approve an application of a local educational agency for a grant under section 141(a) of the Act, or make payments of Title I funds under a previously approved application of such agency, unless that local educational agency has demonstrated, in accordance with paragraph (e) of this section, that services provided with State and local funds in Title I project areas are at least comparable to the services being provided with State and local funds in schools serving attendance areas not designated as Title I project areas. Such approval shall not be given unless the local educational agency also provides the assurances and the additional information required by paragraph (h) of this section with respect to the maintenance of comparability. For the purpose of this section, State and local funds include those funds used in the determination of fiscal effort in accordance with § 116.19.

(b) *Reports.* The State educational agency shall require each local educational agency (except as provided in paragraph (i) of this section) to submit a report in such form as the Commissioner will prescribe, containing the information required by the State educational agency to make the determinations specified in paragraph (e) of this section. Such report shall include the following data for each public school serving a project area, unless such school is exempted by paragraph (k) of this section, and, on a combined basis, for all other schools of corresponding grade levels (as grouped in accordance with paragraph (i) of this section):

(1) The number of children enrolled,

(2) The full-time equivalent number of certified and noncertified instructional staff members, who are paid with State or local funds regularly assigned to such public school or schools;

(3) The total portion of salaries for such instructional staff members which is based on length of service (longevity);

(4) The total amount of State and local funds being expended on an annual basis for salaries for such instructional staff members less the amount of such salaries based on length of service (longevity);

(5) The number of enrolled children as reported under paragraph (b)(1) of this section per instructional staff member as reported under paragraph (b)(2) of this section;

(6) The amount expended per enrolled child for salaries for instructional staff as reported under paragraph (b)(4) of this paragraph;

(7) In the case of a local educational agency which fails to meet the requirements of paragraph (e) (1) or (2) of this section, a report showing the amount expended and to be expended in total and per child for textbooks, library resources, and other instructional materials and supplies, as defined in § 117.1(i) of this chapter (including the amount expended in previous years for all such items), that have been or will be made available for use in the current fiscal year; and

(8) The number of children and of members of instructional staff and expenditures for such staff, if any, that were excluded from determinations in accordance with paragraph (j).

The term "instructional staff members" as used in this section means staff members who render direct and personal services which are in the nature of teaching or the improvement of the teaching-learning situation. The term includes teachers, principals, consultants, or supervisors of instruction, librarians, and guidance and psychological personnel; it also includes aides or other paraprofessional personnel employed to assist such instructional staff members in providing such services.

(c) *Date as of which data must be collected.* The data required by paragraph (b) of this section shall be as of a date not later than November 1 of each fiscal year as specified by the Commissioner. The local educational agency with the approval of the State educational agency and the Commissioner may, however, submit data based on averages for a definite regular school reporting period which includes the date specified by the Commissioner.

(d) *Date for filing report.* The report required by paragraph (b) of this section shall be field with the State educational agency no later than December 1 of each fiscal year.

(e) *Determination of comparability.* The services being provided by the local educational agency with State and local funds in a Title I project area shall be deemed to be comparable to the services being provided with such funds in areas not being served under Title I of the Act, if the State educational agency determines that, for schools serving corresponding grade levels:

(1) The number of children enrolled per instructional staff member, reported in accordance with paragraph (b)(5) of this section, for each public school serving a Title I project area is not more than 105 percent of the average number of children per instructional staff member in all other public schools in the applicant's district;

(2) The annual expenditure per child, determined in accordance with paragraph (b)(6) of this section, in each public school serving a Title I project area is not less than 95 percent of such expenditure per child in all other public schools in the applicant's district; and

(3) For those local educational agencies required to report under paragraph (b)(7) of this section, the expenditure per child for textbooks, library resources, and other instructional materials and supplies, determined in accordance with paragraph (b)(7) of this section, in each public school serving a Title I project area is not less than 95 percent of such expenditure per child in all other public schools in the applicant's district.

(f) *Action by State agency in cases of non-comparability.* (1) If any school serving a Title I project area is determined not to be comparable under paragraph (e) of this section, as of the date specified by the Commissioner in accordance with paragraph (c) of this section, and the local educational agency does not submit a revised comparability report by December 1 of that year showing that comparability in accordance with this paragraph has been achieved, the State educational agency shall as of that December 1 suspend its approval of the project until the date such a report is submitted to that agency, provided the date of such submission is not later than the following March 31. Where such a report is filed by March 31, such suspension shall be lifted as of the date on which comparability has been achieved by such agency as shown in such report.

(2) If such a report is not submitted to the State educational agency by March 31, that agency, after notifying the applicant agency and providing it an opportunity for a hearing (in accordance with the provisions of § 116.6(b) of Part 116), shall finally disapprove the project and reallocate all unobligated funds in the applicant's allocation as of December 1 to other complying local educational agencies in the State in accordance with the provisions of § 116a.11 of this part.

(3) If the State educational agency finds that, as of a date after December 1, a local educational agency has failed to maintain comparability in accordance with paragraph (e) of this section and has failed to take immediate action to

correct that lack of comparability, the State educational agency shall, as of that date, suspend its approval of the project until the date as of which such local educational agency (by means of a revised comparability report) demonstrates that comparability has been achieved. If such local educational agency fails to demonstrate compliance by March 31, the State educational agency shall revoke its approval of the project (subject to notice and opportunity for hearing) as of the date the local educational agency was found not to be in compliance and shall reallocate the balance of the unobligated funds to other complying local educational agencies in the State.

(4) No Title I funds may be used to pay for obligations incurred during a period of suspension under this section.

(g) *Special reports regarding migratory children.* (1) For the purpose of this section, the Commissioner may designate those local educational agencies which enroll substantial numbers of migratory children of migratory agricultural workers and migratory fishermen from which a State educational agency shall secure special reports. Each such report shall be in the form prescribed in paragraph (b) of this section and the data provided shall be as of the date prescribed by the Commissioner.

(2) Such date will be selected on the basis of the best available information indicating when the highest concentration of migratory children of migratory agricultural workers or migratory fishermen in the school district of the local educational agency is most likely to occur. The Commissioner will also designate the date such a special report shall be submitted to the State educational agency and by that agency to him.

(3) The State educational agency shall determine on the basis of such special report whether the local educational agency is providing comparable services in project areas in accordance with paragraph (e) of this section and shall take such action as may be required by paragraph (f) of this section.

(h) *Assurances and data filed by local educational agencies.* On or before July 1 of each year each local educational agency shall file with the State educational agency:

(1) An assurance that the comparability of services previously demonstrated with respect to Title I project areas in accordance with paragraph (e) of this section will be maintained in all such areas, including areas serving migratory children of migratory agricultural workers or migratory fishermen, that will be designated as Title I project areas for the fiscal year beginning that July 1;

(2) Data on schools serving attendance areas, if any, that will be designated for Title I projects for fiscal year beginning that July 1 but were not designated for such projects in the preceding fiscal year. Such data shall show either that such schools would have been comparable during the preceding fiscal year if those areas had been designated for projects or will, as the result of specific action by the local educational agency, be comparable during the fiscal year beginning that July 1; and

(3) An assurance that the amount expended for textbooks, library resources, and other instructional materials and supplies (as defined in § 117.1(i) of this chapter) actually available per child for use in each school serving a Title I project area will be, for that fiscal year, at least comparable to the amount available per child during such fiscal year in all other public schools in the applicant's district.

(i) *Grouping of schools.* (1) For the purposes of this section, a local educational agency shall group its schools by corresponding grade levels not to exceed three such groups (generally designated as elementary, intermediate or junior high school, and high school or secondary) for all the schools in the school district of such agency, except that local educational agencies providing education at seven or fewer grade levels above kindergarten shall be limited to one group, and those agencies providing education only at eight or nine grade levels above kindergarten shall be limited to two groups. In the case of agencies providing education at any level from grades six through twelve but only at those levels, the number of such groups shall be limited to two if the number of such grade levels is five or six and to one group if the number of such grade levels is four or less.

(2) A school serving grades in two or three such groups shall be included in that group with which it has the greatest number of grades in common. Where the number of grades in common are equal between two or more groups, the school shall be included in the lower grade division. For example, a local educational agency might have the following grade span organization: K–6 (elementary), 7–9 (junior high), and 10–12 (senior high). In addition, the local educational agency might have an intermediate school serving grades 5–8. Since this intermediate school has two grades in common with the elementary division (grades 5 and 6) and two grades in common with the junior high division (grades 7 and 8), it would be included in the lower grade division (elementary) for determining comparability. However, schools serving nine or more grade levels above kindergarten may be considered as a separate group which may, if necessary, constitute a fourth group.

(20 U.S.C. 241e(a)(3))

(j) *Exclusions from determinations in certain cases.* (1) In cases where handicapped children (as defined in § 121.2 of this chapter) or children with specific learning disabilities (as defined in § 121.2 of this chapter) are enrolled full time in special education classes, and where children of limited English speaking ability are enrolled full time in special programs of bilingual education, all those children, the teachers and other instructional staff members who serve them, and instructional expenditures for such staff may be excluded by the local educational agency (at its option) in determining the comparability of services provided in project areas. In order to make these exclusions, State and local funds must be used to provide services to handicapped children and children of limited English speaking ability residing in project areas which are comparable to such services provided to similar children residing in nonproject areas.

(2) Subject to the provisions of paragraph (j)(3) of this section, a local educational agency may (at its option) exclude from determinations under this section, expenditures of State and local funds for (i) programs of bilingual education for children of limited English-speaking ability or (ii) special programs for handicapped children where such children of limited English-speaking ability or such handicapped children do not participate in such programs on a full time basis and may also exclude the staff employed with such State and local funds.

(3) In order to make the exclusions as provided for in paragraph (j)(2) of this section, a local educational agency must demonstrate, to the satisfaction of the State educational agency, that the services provided with such State and local funds to such children of limited English-speaking ability or handicapped children who reside in Title I project areas are comparable to such services provided to similarly disadvantaged children in nonproject areas.

(4) For the purposes of this section, the term "program of bilingual education" means a program of instruction designed for children of limited English speaking ability.

(5) State and local funds expended for State and local programs similar to programs provided under Title I of the Act for educationally deprived children and the number of full time equivalent instructional staff members employed through the use of such funds may, at the option of the local educational agency, be excluded from determinations under this section. For the purpose of this section a State or locally funded program for educationally deprived children shall be considered to be similar to programs under Title I of the Act if (i) the participating children are "educationally deprived" children as defined in § 116.2 of Part 116; (ii) the program is based on performance objectives related to educational achievement and provides supplementary services designed to meet the special educational needs of those particular children; (iii) the program is evaluated in a manner consistent with those performance objectives, and (iv) the local educational agency is separately accountable to the State educational agency for any State or local funds expended for such program.

(20 U.S.C. 241e(a)(1), and (3), 244(17); House Rept. 93–805, p. 18 (1974), Senate Rept. No. 93–1026, p. 147 (1974))

(k) *Schools with 100 or less children.* A school with an enrollment of 100 chil-

dren or less (as of the date or dates the data required by paragraph (b) of this section are collected) shall not be included for purposes of this section unless the local educational agency operates schools of such size and corresponding grade levels both for areas to be served and areas not to be served under Title I of the Act, in which event such schools shall be considered as a separate group.

(l) *Inapplicability to certain agencies.* The requirements of this section are not applicable to a local educational agency which is operating only one school serving children at the grade levels at which services under said Title I are to be provided or which has designated the whole of the school district as a project area in accordance with § 116a.20(d).

(m) *Maintenance of records.* Local educational agencies required to report under this section shall maintain, by individual schools (1) appropriate resource records, including records of children's enrollment, the total expenditure for salary and the amount thereof based solely on longevity for each part-time instructional staff member;

(2) Worksheets showing the total number of full-time instructional staff members, and the total amount of State and local funds being expended for salaries for such full-time and part-time staff members less the total amount of such salaries based solely on longevity;

(3) Appropriate records documenting the exclusions made pursuant to paragraph (j) of this section; and

(4) Appropriate records documenting the amount expended per pupil for textbooks, library resources, and other instructional materials and supplies actually available during the current school year. Such records and worksheets, demonstrating the maintenance of comparability for the entire school year, shall be filed, indexed, and maintained in such a manner that they may be readily reviewed by appropriate local, State, and Federal authorities and shall be retained in accordance with applicable record retention requirements. All such records and worksheets shall be available to the public in accordance with the provisions of § 116.35.

(n) *State agency submissions.* (1) By January 1 of each year, the State educational agency shall submit to the Commissioner in such form as he will prescribe, a copy of the comparability report for each local educational agency in the State which the Commissioner has determined to be in a national sample of such agencies for that year.

(2) The State educational agency shall also submit to the Commissioner by January 1 of each year, a report identifying each local educational agency that failed to meet the comparability requirement of paragraph (e) of this section on the date specified under paragraph (d) or (g) of this section and indicating for each such agency either (i) that such agency has allocated or reallocated sufficient additional resources to Title I project areas so as to come into compliance with such requirements and has filed a revised comparability report reflecting such compliance or (ii) that the State educational agency is withholding the payment of Title I funds to the noncomplying local educational agency.

(3) A copy of each revised comparability report in such form as the Commissioner will prescribe shall be included with the State educational agency's report to be submitted by January 1.

(4) Not later than April 30, the State educational agency shall report to the Commissioner whether any noncomplying local educational agencies have come into compliance, and if so, the State educational agency shall include revised comparability reports for such local educational agencies reflecting such compliance.

(20 U.S.C. 241e(a)(3))

APPENDIX

TITLE I—FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES FOR THE EDUCATION OF CHILDREN OF LOW-INCOME FAMILIES

Elementary and Secondary Education Act of 1965, as amended, including changes made by Pub. L. 93-380, approved August 21, 1974.

DECLARATION OF POLICY

SECTION 101. In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in the following parts of this title) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children.

DURATION OF ASSISTANCE

SEC. 102. During the period beginning July 1, 1973, and ending June 30, 1978, the Commissioner shall, in accordance with the provisions of this title, make payments to State educational agencies for grants made on the basis of entitlements created under this title.

PART A—BASIC GRANTS

SUBPART 1—GRANTS TO LOCAL EDUCATIONAL AGENCIES

SEC. 103. (a)(1) There is authorized to be appropriated for each fiscal year for the purpose of this paragraph 1 per centum of the amount appropriated for such year for payments to States under section 143(a) (other than payments under such section to jurisdictions excluded from the term "State" by this subsection, and payments pursuant to section 124), and there shall be authorized to be appropriated such additional sums as will assure at least the same level of funding under this title as in fiscal year 1973 for Guam, American Samoa, the Virgin Islands, the Trust Territory of the Pacific Islands, and to the Secretary of the Interior for payments pursuant to paragraphs (1) and (2) of subsection (d). The amount appropriated pursuant to this paragraph shall be allotted by the Commissioner (A) among Guam, American Samoa, the Virginia Islands, and the Trust Territory of the Pacific Islands according to their respective need for grants under this part, and (B) to the Secretary of the Interior in the amount necessary (i) to make payments pursuant to paragraph (1) of subsection (d), and (ii) to make payments pursuant to paragraph (2) of subsection (d). The grant which a local educational agency in Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands is eligible to receive shall be determined pursuant to such criteria as the Commissioner determines will best carry out the the purposes of this title.

(2) In any case in which the Commissioner determines that satisfactory data for that purpose are available, the grant which a local educational agency in a State shall be eligible to receive under this subpart for a fiscal year shall (except as provided in paragraph (3)) be determined by multiplying the number of children counted under subsection (c) by 40 per centum of the amount determined under the next sentence. The amount determined under this sentence shall be the average per pupil expenditure in the State except that (A) if the average per pupil expenditure in the State is less than 80 per centum of the average per pupil expenditure in the United States, such amount shall be 80 per centum of the average per pupil expenditure in the United States, or (B) if the average per pupil expenditure in the State is more than 120 per centum of the average per pupil expenditure in the United States, such amount shall be 120 per centum of the average per pupil expenditure in the United States. In any case in which such data are not available, subject to paragraph (3), the grant for any local educational agency in a State shall be determined on the basis of the aggregate amount of such grants for all such agencies in the county or counties in which the school district of the particular agency is located, which aggregate amount shall be equal to the aggregate amount determined under the two preceding sentences for such county or counties, and shall be allocated among those agencies upon such equitable basis as may be determined by the State educational agency in accordance with basic criteria prescribed by the Commissioner.

(3)(A) Upon determination by the State educational agency that a local educational agency in the State is unable or unwilling to provide for the special educational needs of children described in clause (C) of paragraph (1) of subsection (c), who are living in institutions for neglected or delinquent children, the State educational agency shall, if it assumes responsibility for the special educational needs of such children, be eligible to receive the portion of the allocation to such local educational agency which is attributable to such neglected or delinquent children, but if the State educational agency does not assume such responsibility, any other State or local public agency, as determined by regulations established by the Commissioner, which does assume such responsibility shall be eligible to receive such portion of the allocation.

(B) In the case of local educational agencies which serve in whole or in part the same geographical area, and in the case of a local educational agency which provides free public education for a substantial number of children who reside in the school district of another local educational agency, the State educational agency may allocate the amount of the grants for those agencies among them in such manner as it determines will best carry out the purposes of this title.

(C) The grant which Puerto Rico shall be eligible to receive under this subpart for a fiscal year shall be the amount arrived at by multiplying the number of children counted under subsection (c) by 40 per centum of (i) the average per pupil expenditure in Puerto Rico or (ii) in the case where such average per pupil expenditure is more than 120 per centum of the average per pupil expenditure

in the United States, 120 per centum of the average per pupil expenditure in the United States.

(4) For purposes of this subsection, the term "State" does not include Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

(b) A local educational agency shall be eligible for a basic grant for a fiscal year under this part only if it meets the following requirements with respect to the number of children counted under subsection (c):

(1) In any case (except as provided in paragraph (3)) in which the Commissioner determines that satisfactory data for the purpose of this subsection as to the number of such children are available on a school district basis, the number of such children in the school district of such local educational agency shall be at least ten.

(2) In any other case, except as provided in paragraph (3), the number of such children in the county which includes such local educational agency's school district shall be at least ten.

(3) In any case in which a county includes a part of the school district of the local educational agency concerned and the Commissioner has not determined that satisfactory data for the purpose of this subsection are available on a school district basis for all the local educational agencies for all the counties into which the school district of the local educational agency concerned extends, the eligibility requirement with respect to the number of such children for such local educational agency shall be determined in accordance with regulations prescribed by the Commissioner for the purposes of this subsection.

(c)(1) The number of children to be counted for purposes of this section is the aggregate of (A) the number of children aged five to seventeen, inclusive, in the school district of the local educational agency from families below the poverty level as determined under paragraph (2) (A), (B) two-thirds of the number of children aged five to seventeen, inclusive, in the school district of such agency from families above the poverty level as determined under paragraph (2) (B), and (C) the number of children aged five to seventeen, inclusive, in the school district of such agency living in institutions for neglected or delinquent children (other than such institutions operated by the United States) but not counted pursuant to section 123 for the purposes of a grant to a State agency, or being supported in foster homes with public funds.

(c)(2)(A) For the purposes of this section, the Commissioner shall determine the number of children aged five to seventeen, inclusive, from families below the poverty level on the basis of the most recent satisfactory data available from the Department of Commerce for local educational agencies (or, if such data are not available for such agencies, for counties); and in determining the families which are below the poverty level, the Commissioner shall utilize the criteria of poverty used by the Bureau of the Census in compiling the 1970 decennial census.

(B) For purposes of this section, the Secretary of Health, Education, and Welfare shall determine the number of children aged five to seventeen, inclusive, from families above the poverty level on the basis of the number of such children from families receiving an annual income, in excess of the current criteria of poverty, from payments under the program of aid to families with dependent children under a State plan approved under title IV of the Social Security Act; and in making such determinations the Secretary shall utilize the criteria of poverty used by the Bureau of the Census in compiling the 1970 decennial census for a nonfarm family of four in such form as those criteria have been updated by increases in the Consumer Price Index. The Secretary shall determine the number of such children and the number of children of such ages living in institutions for neglected or delinquent children, or being supported in foster homes with public funds, on the basis of the caseload data for the month of January of the preceding fiscal year (using, in the case of children described in the preceding sentence, the criteria of poverty and the form of such criteria required by such sentence which were determined for the second calendar year preceding such month of January) or, to the extent that such data are not available to him before April 1 of the calendar year in which the Secretary's determination is made, then on the basis of the most recent reliable data available to him at the time of such determination.

(C) When requested by the Commissioner, the Secretary of Commerce shall make a special estimate of the number of children of such ages who are from families below the poverty level (as determined under paragraph (A) of this subsection) in each county or school district, and the Commissioner is authorized to pay (either in advance or by way of reimbursement) the Secretary of Commerce the cost of making this special estimate. The Secretary of Commerce shall give consideration to any request of the chief executive of a State for the collection of additional census information. For purposes of this section, the Secretary shall consider all children who are in correctional institutions to be living in institutions for delinquent children.

(d)(1) From the amount allotted for payments to the Secretary of the Interior under clause (B)(i) in the second sentence of subsection (a)(1), the Secretary of the Interior shall make payments to local educational agencies, upon such terms as the Commissioner determines will best carry out the purposes of this title, with respect to out-of-State Indian children in the elementary and secondary schools of such agencies under special contracts with the Department of the Interior. The amount of such payment may not exceed, for each such child, 40 per centum of (A) the average per pupil expenditure in the State in which the agency is located or (B) 120 per centum of such expenditure in the United States, whichever is the greater.

(2) The amount allotted for payments to the Secretary of the Interior under clause (B)(ii) in the second sentence of subsection (a)(1) for any fiscal year shall be, as determined pursuant to criteria established by the Commissioner, the amount necessary to meet the special educational needs of educationally deprived Indian children on reservations serviced by elementary and secondary schools operated for Indian children by the Department of the Interior. Such payments shall be made pursuant to an agreement between the Commissioner and the Secretary containing such assurances and terms as the Commissioner determines will best achieve the purposes of this title. Such agreement shall contain (A) an assurance that payments made pursuant to this subparagraph will be used solely for programs and projects approved by the Secretary of the Interior which meet the applicable requirements of section 141(a) and that the Department of the Interior will comply in all other respects with the requirements of this title, and (B) provision for carrying out the applicable provisions of sections 141(a) and 142(a)(3).

SUBPART 2—STATE OPERATED PROGRAMS

PROGRAMS FOR HANDICAPPED CHILDREN

SEC. 121. (a) A State agency which is directly responsible for providing free public education for handicapped children (including mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education), shall be eligible to receive a grant under this section for any fiscal year.

(b) Except as provided in sections 124 and 125, the grant which an agency (other than the agency for Puerto Rico) shall be eligible to receive under this section shall be an amount equal to 40 per centum of the average per pupil expenditure in the State (or (1) in the case where the average per pupil expenditure in the State is less than 80 per centum of the average per pupil expenditure in the United States, of 80 per centum of the average per pupil expenditure in the United States, or (2) in the case where the average per pupil expenditure in the State is more than 120 per centum of the average per pupil expenditure in the United States, of 120 per centum of the average per pupil expenditure in the United States), multiplied by the number of such children in average daily attendance, as determined by the Commissioner, at schools for handicapped children operated or supported by the State agency, including schools providing special education for handicapped children under contract or other arrangement with such State agency, in the most recent fiscal year for which satisfactory data are available. The grant which Puerto Rico shall be eligible to receive under this section shall be the amount arrived at by multiplying the number of children in Puerto Rico counted as provided in the preceding sentence by 40 per centum of (1) the average per pupil expenditure in Puerto Rico or (2) in the case where such average per pupil expenditure is more than 120 per centum of the average per pupil expenditure in the United States, 120 per centum of the average per pupil expenditure in the United States.

(c) A State agency shall use the payments made under this section only for programs and projects (including the acquisition of equipment and, where necessary, the construction of school facilities) which are designed to meet the special educational needs of such children, and the State agency shall provide assurances to the Commissioner that each such child in average daily attendance counted under subsection (b) will be provided with such a program, commensurate with his special needs, during any fiscal year for which such payments are made.

(d) In the case where such a child leaves an educational program for handicapped children operated or supported by the State agency in order to participate in such a program operated or supported by a local educational agency, such child shall be counted under subsection (b) if (1) he continues to receive an appropriately designed educational program and (2) the State agency transfers to the local educational agency in whose program such child participates an amount equal to the sums received by such State agency under this section which are attributable to such child, to be used for the purposes set forth in subsection (c).

PROGRAMS FOR MIGRATORY CHILDREN

SEC. 122. (a)(1) A State educational agency or a combination of such agencies, upon application, shall be entitled to receive a grant for any fiscal year under this section to establish or improve, either directly or through local educational agencies, programs of education for migratory children of migratory agricultural workers or of migratory fishermen. The Commissioner may approve such an application only upon his determination—

(A) That payments will be used for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of migratory children of migratory agricultural workers or of migratory fishermen, and to coordinate these programs and projects with similar programs and projects in other States, including the transmittal of pertinent information with respect to school records of such children;

(B) That in planning and carrying out programs and projects there has been and will be appropriate coordination with programs administered under part B of title III of the Economic Opportunity Act of 1964;

(C) That such programs and projects will be administered and carried out in a manner consistent with the basic objectives of clauses (1)(B) and (3) through (12) of section 141(a); and

(D) That, in planning and carrying out programs and projects, there has been adequate assurance that provision will be made for the preschool educational needs of migratory children of migratory agricultural workers or of migratory fishermen, whenever such agency determines that compliance with this clause will not detract from the operation of programs and projects described in clause (A) of this paragraph after considering funds available for this purpose.

The Commissioner shall not finally disapprove an application of a State educational agency under this paragraph except after reasonable notice and opportunity for a hearing to the State educational agency.

(2) If the Commissioner determines that a State is unable or unwilling to conduct educational programs for migratory children of migratory agricultural workers or of migratory fishermen, or that it would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, he may make special arrangements with other public or nonprofit private agencies to carry out the purposes of this section in one or more States, and for this purpose he may use all or part of the total of grants available for any such State under this section.

(3) For purposes of this section, with the concurrence of his parents, a migratory child of a migratory agricultural worker or of a migratory fisherman shall be deemed to continue to be such a child for a period, not in excess of five years, during which he resides in the area served by the agency carrying on a program or project under this subsection. Such children who are presently migrant, as determined pursuant to regulations of the Commissioner, shall be given priority in this consideration of programs and activities contained in applications submitted under this subsection.

(b) Except as provided in sections 124 and 125, the total grants which shall be made available for use in any State (other than Puerto Rico) for this section shall be an amount equal to 40 per centum of the average per pupil expenditure in the State (or (1) in the case where the average per pupil expenditure in the State is less than 80 per centum of the average per pupil expenditure in the United States, of 80 per centum of the average per pupil expenditure in the United States, or (2) in the case where the average per pupil expenditure in the State is more than 120 per centum of the average per pupil expenditure in the United States, of 120 per centum of the average per pupil expenditure in the United States) multiplied by (1) the estimated number of such migratory children aged five to seventeen, inclusive, who reside in the State full time, and (2) the full-time equivalent of the estimated number of such migratory children aged five to seventeen, inclusive, who reside in the State part time, as determined by the Commissioner in accordance with regulations, except that if, in the case of any State, such amount exceeds the amount required under subsection (a), the Commissioner shall allocate such excess, to the extent necessary, to other States whose total of grants under this sentence would otherwise be insufficient for all such children to be served in such other States. The total grant which shall be made available for use in Puerto Rico shall be arrived at by multiplying the number of children in Puerto Rico counted as provided in the preceding sentence by 40 per centum of (1) the average per pupil expenditure in Puerto Rico or (2) in the case where such average per pupil expenditure is more than 120 per centum of the average per pupil expenditure in the United States, 120 per centum of the average per pupil expenditure in the United States. In determining the number of migrant children for the purposes of this section the Commissioner shall use statistics made available by the migrant student record transfer system or such other system as he may determine most accurately and fully reflects the actual number of migrant students.

PROGRAMS FOR NEGLECTED OR DELINQUENT CHILDREN

SEC. 123. (a) A State agency which is directly responsible for providing free public education for children in institutions for neglected or delinquent children or in adult correctional institutions shall be entitled to receive a grant under this section for any fiscal year (but only if grants received under this section are used only for children in such institutions).

(b) Except as provided in sections 124 and 125, the grant which such an agency (other than the agency for Puerto Rico) shall be eligible to receive shall be an amount equal to 40 per centum of the average per pupil expenditure in the State (or (1) in the case where the average per pupil expenditure in the State is less than 80 per centum of the average per pupil expenditure in the United States, of 80 per centum of the average per pupil expenditure in the United States, or (2) in the case where the average per pupil expenditure in the State is more than 120 per centum of the average per pupil expenditure in the United States, of 120 per centum of the average per pupil expenditure in the United States) multiplied by the number of such children in average daily attendance, as determined by the Commissioner, at schools for such children operated or supported by that agency, including schools providing education for such children under contract or other arrangement with such agency, in the most recent fiscal year for which satisfactory data are available. The grant which Puerto Rico shall be eligible to receive under this section shall be the amount arrived at by multiplying the number of children in Puerto Rico counted as provided in the preceding sentence by 40 per centum of (1) the average per pupil expenditure in Puerto Rico or (2) in the case where such average per pupil expenditure is more than 120 per centum of the average per pupil expenditure in the United States, 120 per centum of the average per pupil expenditure in the United States.

(c) A State agency shall use payments under this section only for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of such children.

RESERVATION OF FUNDS FOR TERRITORIES

SEC. 124. There is authorized to be appropriated for each fiscal year for purposes of each of sections 121, 122, and 123, an amount equal to not more than 1 per centum of the amount appropriated for such year for such sections for payments to Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands under each such section. The amounts appropriated for each such section shall be allotted among Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands according to their respective need for such grants, based on such criteria as the Commissioner determines will best carry out the purposes of this title.

MINIMUM PAYMENTS FOR STATE OPERATED PROGRAMS

SEC. 125. Except as provided in section 843 of the Education Amendments of 1974, no State agency shall receive in any fiscal year prior to July 1, 1978, pursuant to sections 121, 122, or 123 an amount which is less than 100 per centum of the amount which that State agency received in the prior fiscal year pursuant to such sections 121, 122, or 123, respectively.

PART B—SPECIAL INCENTIVE GRANTS

MAXIMUM ENTITLEMENT

SEC. 126. (a) In the case of any fiscal year ending after June 30, 1969, each State shall be entitled to a special incentive grant if such State has an effort index for the second preceding fiscal year that exceeds the national effort index for such year.

(b) The maximum amount of a special incentive grant for which a State is eligible for any fiscal year shall be determined by multiplying the amount of $1 for each 0.01 per centum by which the effort index of that State for the second preceding fiscal year exceeds the national effort index for such year times the aggregate number of children counted for the purposes of entitled local educational agencies within such State to basic grants in accordance with clauses (2), (5), (6), and (7) of section 103(a), except that no State shall be eligible to receive a special incentive grant under this part in an amount in excess of 15 per centum of the total amount available for grants under this part.

APPLICATION; USE OF FUNDS

SEC. 127. Any State desiring the special incentive grant to which it is entitled under this part for any fiscal year shall make application therefor, in accordance with the requirements set forth in section 142, to the Commissioner. Such application shall be submitted at such time and contain such information as the Commissioner shall require by regulation and shall contain a statement of such policies and procedures as will insure that funds granted to the State under this part will be (1) made available to local educational agencies within that State which have the greatest need for assistance under this title, and (2) used, in accordance with the applicable provisions of this title, for programs and projects designed to meet the special educational needs of educationally deprived children.

DEFINITIONS

SEC. 128. For the purpose of this part the term "effort index" when applied to States, means the per centum expressing the ratio of expenditures from all non-Federal sources in a State for public elementary and secondary education to the total personal income in

such State, and the term "national effort index" means the per centum expressing the ratio of such expenditures in all States to the total personal income in all States; and the term "State" means the fifty States and the District of Columbia.

PART C—SPECIAL GRANTS

ELIGIBILITY AND MAXIMUM AMOUNT OF SPECIAL GRANTS

SEC. 131. (a) Each local educational agency in a State which is eligible for a grant under this title for any fiscal year shall be entitled to an additional grant for that fiscal year if it meets the requirements of subsection (b). The amount of such grant shall be determined in accordance with subsection (c).

(b)(1) A local educational agency shall be entitled to a grant under this part for any fiscal year if the school district of such agency is located in a county in which—

(A) The number of children described in paragraph (2) for such year amounts to at least 200 per centum of the average number of such children in all counties in the State in which such agency is located for that fiscal year, or

(B) The number of children so described in such county for such year is 10,000 and amounts to 5 per centum of the total number of children in such county.

(2) For the purposes of paragraph (1), the children counted with respect to a local educational agency shall be those children in such county who are—

(A) In families having an annual income of $3,000 or less; or

(B) In families receiving an annual income in excess of $3,000 from payments under the program of aid to families with dependent children under a State plan approved under title IV of the Social Security Act; or

(C) Living in institutions for neglected or delinquent children or being supported in foster homes with public funds.

(3)(A) Determinations with respect to numbers of children in any county under paragraph (2) shall be made by the Commissioner on the basis of the most recent satisfactory data available to him.

(B)(i) The number of children determined with respect to one or more counties shall be allocated by the Commissioner, for the purposes of paragraph (2), among the local educational agencies with school districts located in such county or counties.

(ii) In any case where—

(I) Two or more local educational agencies serve, in whole or in part, the same geographical area; or

(II) A local educational agency provides free public education for a substantial number of children who reside in the school district of another local educational agency, the Commissioner may allocate the number of children determined under this subsection among such agencies in such a manner as will best achieve the purposes of this section.

(C)(i) For the purposes of paragraph (2), the Commissioner shall determine the number of children from families having an annual income of $3,000 or less on the basis of the most recent satisfactory data available from the Department of Commerce. At any time such data for a county are available in the Department of Commerce, such data shall be used in making calculations under this subsection.

(ii) For the purposes of this subsection, the Secretary of Health, Education, and Welfare shall determine the number of children from families receiving an annual income in excess of $3,000 from payments under the program of aid to families with dependent children under a State plan approved under title IV of the Social Security Act and the number of children living in institutions for neglected or delinquent children or being supported in foster homes with public funds, on the basis of caseload data for the month of January of the preceding fiscal year, or to the extent that such data are not available to him before April 1 of the calendar year in which the determination is made, then on the basis of the most recent data available to him at the time of such determination. For the purposes of this subsection, the Secretary shall consider all children who are in correctional institutions to be living in institutions for delinquent children.

(c) The amount of the grant to which a local educational agency shall be entitled for any fiscal year shall be—

(A) The number of children determined with respect to such agency under subsection (b); multiplied by—

(B) 50 per centum of the average per pupil expenditure of all the local educational agencies in the State in which such agency is located.

(d) Notwithstanding any other provision of this section, no payments for any fiscal year under this part to the local educational agencies in a single State shall exceed 12 per centum of the aggregate payments to all local educational agencies in that year under this part.

(e)(1) The aggregate of the amount for which all local educational agencies are eligible under this part shall not exceed $75,000,000 for any fiscal year. If, for any fiscal year, such aggregate, as computed without regard to the preceding sentence, exceeds $75,000,000, the amount for which each local educational agency is eligible shall be reduced ratably until such aggregate does not exceed such limitation.

(2) For the purpose of making payments under this part there are authorized to be appropriated not in excess of $75,000,000 for the fiscal year ending June 30, 1975.

(f) For the purposes of this section, the term—

(1) "State" means the fifty States and the District of Columbia; and

(2) "children" includes all children aged five through seventeen, inclusive.

(ED. NOTE: Effective July 1, 1975, part C of such title I is repealed.)

PART D—GENERAL PROVISIONS

APPLICATION

SEC. 141. (a) A local educational agency may receive a grant under this title for any fiscal year only upon application therefor approved by the appropriate State educational agency, upon its determination (consistent with such basic criteria as the Commissioner may establish)—

(1) That payments under this title will be used for the excess costs of programs and projects (including the acquisition of equipment, payments to teachers of amounts in excess of regular salary schedules as a bonus for service in schools eligible for assistance under this title, the training of teachers, and, where necessary, the construction of school facilities and plans made or to be made for such programs, projects, and facilities) (A) which are designed to meet the special educational needs of educationally deprived children in school attendance areas having high concentrations of children from low-income families (and at the discretion of the local educational agency, in any school of such agency not located in such a school attendance area, at which the proportion of children in actual average daily attendance from low-income families is substantially the same as the proportion of such children in such an area of that agency) and (B) which are of sufficient size, scope, and quality to give reasonable promises of substantial progress toward meeting those needs and to this end involve an expenditure of not less than $2,500, except that the State educational agency may with respect to any applicant reduce the $2,500 requirement if it determines that it would be impossible for reasons such as distance or difficulty of travel, for the applicant to join effectively with other local educational agencies for the purpose of meeting the requirement; and nothing herein shall be deemed to preclude two or more local educational agencies from entering into agreements, at their option, for carrying out jointly operated programs and projects under this title: *Provided*, That the amount used for plans for any fiscal year shall not exceed 1 per centum of the amount determined for that agency for that year pursuant to section 103 or $2,000, whichever is greater;

(2) That the local educational agency has provided satisfactory assurance that section 141A will be complied with;

(3) That (A) the local educational agency has provided satisfactory assurance that the control of funds provided under this title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this title, and that a public agency will administer such funds and property, (B) Federal funds made available under this title will be so used (i) as to supplement and, to the extent practical, increase the level of funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs and projects assisted under this title, and (ii) in no case, as to supplant such funds from non-Federal sources, and (C) State and local funds will be used in the district of such agency to provide services in project areas which, taken as a whole, are at least comparable to services being provided in areas in such district which are not receiving funds under this title: *Provided*, That any finding of noncompliance with this clause shall not affect the payment of funds to any local educational agency until the fiscal year beginning July 1, 1972, and *Provided further*, That each local educational agency receiving funds under this title shall report on or before July 1, 1971, and on or before July 1 of each year thereafter with respect to its compliance with this clause;

(4) In the case of any project for construction of school facilities, that the project is not inconsistent with overall State plans for the construction of school facilities and that the requirements of section 433 of the General Education Provisions Act will be complied with on all such construction projects;

(5) In the case of an application for payments for planning, (A) that the planning was or will be directly related to programs or projects to be carried out under this title and has resulted, or is reasonably likely to result in a program or project which will be carried out under this title, and (B) that planning funds are needed because of the innovative nature of the program or project or because the local educational agency lacks the resources necessary to plan adequately for programs and projects to be carried out under this title;

(6) That effective procedures, including provisions for appropriate objective measurements of educational achievement, will be adopted for evaluating at least annually the effectiveness of the programs in meeting the special educational needs of educationally deprived children;

(7) That the local educational agency will make an annual report and such other reports to the State educational agency, in such

form and containing such information (which in the case of reports relating to performance is in accordance with specific performance criteria related to program objectives), as may be reasonably necessary to enable the State educational agency to perform its duties under this title, including information relating to the educational achievement of students participating in programs carried out under this title, and will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports;

(8) That the local educational agency is making the application and all pertinent documents related thereto available to parents and other members of the general public and that all evaluations and reports required under paragraph (7) shall be public information;

(9) In the case of a project for the construction of school facilities, that, in developing plans for such facilities due consideration has been given to compliance with such standards as the Secretary may prescribe or approve in order to insure that facilities constructed with the use of Federal funds under this title shall be, to the extent appropriate in view of the uses to be made of the facilities, accessible to and usable by handicapped persons;

(10) That effective procedures will be adopted for acquiring and disseminating to teachers and administrators significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects;

(11) In the case of a project for the construction of school facilities, that, in developing plans for such facilities, due consideration has been given to excellence of architecture and design, and to the inclusion of works of art (not representing more than 1 per centum of the cost of the project);

(12) In the case of projects involving the use of education aides, the local educational agency sets forth well-developed plans providing for coordinated programs of training in which education aides and the professional staff whom they are assisting will participate together;

(13) That, where a school attendance area does not meet the requirement of paragraph (1)(A) of this subsection for a fiscal year, or in the case of a local educational agency electing to allocate funds under section 150, where such an area does not meet the requirement of that section, but did meet the appropriate requirement in either of the two preceding fiscal years, that school attendance area shall be considered to meet the applicable criterion for that fiscal year; and

(14) That the local educational agency shall establish an advisory council for the entire school district and shall establish an advisory council for each school of such agency served by a program or project assisted under section 143(a)(2), each of which advisory councils—

(A) Has as a majority of its members parents of the children to be served,

(B) Is composed of members selected by the parents in each school attendance area,

(C) Has been given responsibility by such agency for advising it in the planning for, and the implementation and evaluation of, such programs and projects, and

(D) Is provided by such agency, in accordance with regulations of the Commissioner, with access to appropriate information concerning such programs and projects.

(b) It is the intent of the Congress to encourage, where feasible, the development for each educationally deprived child participating in a program under this title of an individualized written educational plan (maintained and periodically evaluated), agreed upon jointly by the local educational agency, a parent or guardian of the child, and when appropriate, the child.

(c) The State educational agency shall not finally disapprove in whole or in part any application for funds under this title without first affording the local educational agency submitting the application reasonable notice and opportunity for a hearing.

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

SEC. 141A.(a) To the extent consistent with the number of educationally deprived children in the school district of the local educational agency who are enrolled in private elementary and secondary schools, such agency shall make provision for including special educational services and arrangements (such as dual enrollment, educational radio and television, and mobile educational services and equipment) in which such children can participate and meeting the requirements of clauses (A) and (B) of paragraph (1) of subsection (a) of section 141, paragraph (2) of subsection (a) of such section, and clauses (A) and (B) of paragraph (3) of subsection (a) of such section 141.

(b)(1) If a local educational agency is prohibited by law from providing for the participation in special programs for educationally deprived children enrolled in private elementary and secondary schools as required and secondary schools as required by subsection (a), the Commissioner shall waive such requirement and the provisions of section 141(a)(2), and shall arrange for the provision of services to such children through arrangements which shall be subject to the requirements of subsection (a).

(2) If the Commissioner determines that a local educational agency has substantially failed to provide for the participation on an equitable basis of educationally deprived children enrolled in private elementary and secondary schools as required by subsection (a), he shall arrange for the provision of services to such children through arrangements which shall be subject to the requirements of subsection (a), upon which determination the provisions of paragraph (a) and section 141(a)(2) shall be waived.

(3) When the Commissioner arranges for services pursuant to this section, he shall, after consultation with the appropriate public and private school officials, pay the cost of such services from the appropriate allocation or allocations under this title.

(4)(A) The Commissioner shall not take any final action under this section until he has afforded the State educational agency and local educational agency affected by such action at least sixty days notice of his proposed action and an opportunity for a hearing with respect thereto on the record.

(B) If a State or local educational agency is dissatisfied with the Commissioner's final action after a hearing under subparagraph (A) of this paragraph, it may within sixty days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code.

(C) The findings of fact by the Commissioner, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

(D) Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

ASSURANCES FROM STATES

SEC. 142. (a) Any State desiring to participate under this title (except with respect to the program provided for in section 122 relating to migratory children of migratory agricultural workers) shall submit through its State educational agency to the Commissioner an application, in such detail as the Commissioner deems necessary, which provides satisfactory assurance—

(1) That, except as provided in section 143(b), payments under this title will be used only for programs and projects which have been approved by the State educational agency pursuant to section 141(a) and which meet the applicable requirements of that section and section 121 and that such agency will in all other respects comply with the provisions of this title, including the enforcement of any obligations imposed upon a local educational agency under section 141(a);

(2) That such fiscal control and fund accounting procedures will be adopted as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to local educational agencies) under this title; and

(3) That the State educational agency will make to the Commissioner (A) periodic reports (including the results of objective measurements required by section 141(a)(6) and of research and replication studies) evaluating the effectiveness of payments under this title and of particular programs assisted under it in improving the educational attainment of educationally deprived children, and (B) such other reports as may be reasonably necessary to enable the Commissioner to perform his duties under this title (including such reports as he may require to determine the amounts which the local educational agencies of that State are eligible to receive for any fiscal year), and assurance that such agency will keep such records and afford such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

(b) The Commissioner shall approve an application which meets the requirements specified in subsection (a), and he shall not finally disapprove an application except after reasonable notice and opportunity for a hearing to the State educational agency.

PAYMENT[1]

SEC. 143(a)(1) The Commissioner shall, subject to the provisions of section 144, from

[1](ED. NOTE: Section 943(d) of Pub. L. 93-380 provides: "Notwithstanding any provision of part A of title I of the Elementary and Secondary Education Act of 1965, the amount which the Commonwealth of Puerto Rico is eligible to receive under subpart 1 of such part A or under sections 121, 122, or 123 for the fiscal year ending June 30, 1975, shall not exceed 50 per centum of the full amount the Commonwealth of Puerto Rico would receive (after required ratable reductions) under such subpart or section but for this subsection, and for the fiscal years ending June 30, 1976, June 30, 1977, and June 30, 1978, such amount shall not exceed 75 per centum of the full amount the Commonwealth of Puerto Rico would receive (after required ratable reductions) under such subpart or section but for this subsection.")

time to time pay to each State, in Advance or otherwise, the amount which it and the local educational agencies of that State are eligible to receive under this title. Such payments shall take into account the extent (if any) to which any previous payment to such State educational agency under this title (whether or not in the same fiscal year) was greater or less than the amount which should have been paid to it.

(2) From the funds paid to it pursuant to paragraph (1) each State educational agency shall distribute to each local educational agency of the State which is not ineligible by reason of section 103(b) and which has submitted an application approved pursuant to section 141(a) the amount for which such application has been approved, except that this amount shall not exceed the amount determined for that agency pursuant to section 103.

(b) The Commissioner is authorized to pay to each State amounts equal to the amounts expended by it for the proper and efficient performance of its duties under this title (including technical assistance for the measurements and evaluations required by section 141(a)(6)), except that the total of such payments in any fiscal year shall not exceed—

(1) 1 Per centum of the amount allocated to the State and its local educational agencies as determined for that year under this title; or

(2) $150,000, or $25,000 in the case of Guam, American Samoa, the Virgin Islands, or the Trust Territory of the Pacific Islands, whichever is the greater.

(c)(1) No payments shall be made under this title for any fiscal year to a State which has taken into consideration payments under this title in determining the eligibility of any local educational agency in that State for State aid, or the amount of that aid, with respect to the free public education of children during that year or the preceding fiscal year.

(2) No payments shall be made under this title to any local educational agency for any fiscal year unless the State educational agency finds that the combined fiscal effort (as determined in accordance with regulations of the Commissioner) of that agency and the State with respect to the provision of free public education by that agency for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year.

ADJUSTMENTS WHERE NECESSITATED BY APPROPRIATIONS

SEC. 144. If the sums appropriated for any fiscal year for making the payments provided in this title are not sufficient to pay in full the total amounts which all local and State educational agencies are entitled to receive under this title for such year, the amount available for each grant to a State agency eligible for a grant under section 121, 122, or 123 shall be equal to the total amount of the grant as computed under each such section. If the remainder of such sums available after the application of the preceding sentence is not sufficient to pay in full the total amounts which all local educational agencies are entitled to receive under part A of this title for such year, the allocations to such agencies and allocations under part B shall, subject to adjustments under the next sentence, be ratably reduced to the extent necessary to bring the aggregate of such allocations within the limits of the amount so appropriated, except that entitlements under such part B shall be taken into consideration only to the extent that appropriations for such title I (excluding part C thereof) exceed $1,396,975,000 for any fiscal year and such entitlements shall not exceed $50,000,000 in any fiscal year. The allocation of a local educational agency which would be reduced under the preceding sentence to less than 85 per centum of its allocation under part A for the preceding fiscal year, shall be increased to such amount, the total of the increases thereby required being derived by proportionately reducing the allocations of the remaining local educational agencies, under the preceding sentence, but with such adjustments as may be necessary to prevent the allocation to any remaining local educational agency from being thereby reduced to less than 85 per centum of its allocation for such year. If the aggregate of the amounts to which all States are entitled under such part B exceeds $50,000,000 the entitlement of each State shall be reduced ratably until such aggregate does not exceed $50,000,000 in such fiscal year.

In case additional funds become available for making payments under this title or that year, such reduced amounts shall be increased on the same basis that they were reduced. In order to permit the most effective use of all appropriations made to carry out this title, the Commissioner may set dates by which (1) State educational agencies must certify to him the amounts for which the applications of educational agencies have been or will be approved by the State, and (2) State educational agencies referred to in section 122 must file applications. If the maximum grant a local educational agency or an agency referred to in section 122 would receive (after any ratable reduction which may have been required under the first sentence of this section) is more than an amount which the State educational agency determines, in accordance with regulations prescribed by the Commissioner, such agency will use, the excess amount shall be made available first to educational agencies in that State. Determinations of the educational agencies to which such excess amounts shall be made available shall be made by the State educational agency in furtherance of the purposes of this title in accordance with criteria prescribed by the Commissioner which are designed to assure that such excess amounts will be made available to other eligible educational agencies with the greatest need, for the purpose of, where appropriate, redressing inequities inherent in, or mitigating hardships caused by, the application of the provisions of paragraph (2) of section 103(a) as a result of such factors as population shifts and changing economic circumstances. In the event excess amounts remain after carrying out the preceding two sentences of this section, such excess amounts shall be distributed among the other States as the Commissioner shall prescribe for use by local educational agencies in such States for the purposes of this title in such manner as the respective State educational agencies shall prescribe.

WITHHOLDINGS

SEC. 146. Whenever the Commissioner, after reasonable notice and opportunity for hearing to any State educational agency, finds that there has been a failure to comply substantially with any assurance set forth in the application of that State approved under section 122 or 142(b) the Commissioner shall notify the agency that further payments will not be made to the State under this title (or, in his discretion, that the State educational agency shall not make further payments under this title to specified local educational agencies affected by the failure) until he is satisfied that there is no longer any such failure to comply. Until he is so satisfied, no further payments shall be made to the State under this title, or payments by the State educational agency under this title shall be limited to local educational agencies not affected by the failure, as the case may be.

JUDICIAL REVIEW

SEC. 147. (a) If any State is dissatisfied with the Commissioner's final action with respect to the approval of its application submitted under section 122 or 142(b) or with his final action under section 146, such State may, within sixty days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code.

(b) The findings of fact by the Commissioner, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

(c) Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

NATIONAL ADVISORY COUNCIL

SEC. 148. (a) There shall be a National Advisory Council on the Education of Disadvantaged Children (hereinafter in this section referred to as the "National Council") consisting of fifteen members appointed by the President, without regard to the provisions of title 5, United States Code, governing appointment in the competitive service, for terms of three years, except that (1) in the case of initial members, five shall be appointed for terms of one year each and five shall be appointed for terms of two years each, and (2) appointments to fill vacancies shall be only for such terms as remain unexpired. The National Council shall meet at the call of the Chairman.

(b) The National Council shall review and evaluate the administration and operation of this title, including its effectiveness in improving the educational attainment of educationally deprived children, including the effectiveness of programs to meet their occupational and career needs, and make recommendations for the improvement of this title and its administration and operation. These recommendations shall take into consideration experience gained under this and other Federal educational programs for disadvantaged children and, to the extent appropriate, experience gained under other public and private educational programs for disadvantaged children.

(c) The National Council shall make such reports of its activities, findings, and recommendations (including recommendations for changes in the provisions of this title) as it may deem appropriate and shall make an annual report to the President and the Congress not later than March 31 of each calendar year. Such annual report shall include a report specifically on which of the various compensatory education programs funded in whole or in part under the provisions of this title, and of other public and private educational programs for educationally deprived

children, hold the highest promise for raising the educational attainment of these educationally deprived children. The President is requested to transmit to the Congress such comments and recommendations as he may have with respect to such report. Subject to section 448(b) of the General Education Provisions Act, the National Council shall continue to exist until July 1, 1978.

TREATMENT OF EARNINGS FOR PURPOSES OF AID TO FAMILIES WITH DEPENDENT CHILDREN

SEC. 149. (a) Notwithstanding the provisions of title IV of the Social Security Act, a State plan approved under section 402 of such Act shall provide that for a period of not less than twelve months, and may provide that for a period of not more than twenty-four months, the first $85 earned by any person in any month for services rendered to any program assisted under this title of this Act shall not be regarded (A) in determining the need of such person under such approved State plan or (B) in determining the need of any other individual under such approved State plan.

(b) Notwithstanding the provisions of subsection (a) of this section, no funds to which a State is otherwise entitled under title IV of Social Security Act for any period before the fourth month after the adjournment of the State's first regular legislative session which adjourns more than sixty days after enactment of the Elementary and Secondary Education Amendments of 1966, shall be withheld by reason of any action taken pursuant to a State statute which prevents such State from complying with the requirements of subsection (a) of this section.

ALLOCATION OF FUNDS WITHIN THE SCHOOL DISTRICT OF A LOCAL EDUCATIONAL AGENCY

SEC. 150. (a) For any fiscal year not more than 20 local educational agencies selected for the purpose of section 821(a)(5) of the Education Amendments of 1974 may elect, with the approval of the district-wide parent advisory council which is required to be established under section 141(a)(14) of this title, to allocate funds received from payments under this title on the basis of a method or combination of methods other than the method provided under section 141(a)(1)(A). Any method selected pursuant to this section shall be so designed and administered as to be free from racial or cultural discrimination.

(b) Any local educational agency to which this section applies shall submit such reports to the Director of the National Institute of Education at such time and in such manner as the Director may reasonably require to carry out his responsibilities under section 821(a)(5) of the Education Amendments of 1974.

PROGRAM EVALUATION

SEC. 151. (a) The Commissioner shall provide for independent evaluations which describe and measure the impact of programs and projects assisted under this title. Such evaluations may be provided by contract or other arrangements, and all such evaluations shall be made by competent and independent persons, and shall include, whenever possible, opinions obtained from program or project participants about the strengths and weaknesses of such programs or projects.

(b) The Commissioner shall develop and publish standards for evaluation of program or project effectiveness in achieving the objectives of this title.

(c) The Commissioner shall, where appropriate, consult with State agencies in order to provide for jointly sponsored objective evaluation studies of programs and projects assisted under this title within a State.

(d) The Commissioner shall provide to State educational agencies, models for evaluations of all programs conducted under this title, for their use in carrying out their functions under section 143(a), which shall include uniform procedures and criteria to be utilized by local educational agencies, as well as by the State agency in the evaluation of such programs.

(e) The Commissioner shall provide such technical and other assistance as may be necessary to State educational agencies to enable them to assist local educational agencies in the development and application of a systematic evaluation of programs in accordance with the models developed by the Commissioner.

(f) The models developed by the Commissioner shall specify objective criteria which shall be utilized in the evaluation of all programs and shall outline techniques (such as longitudinal studies of children involved in such programs) and methodology (such as the use of tests which yield comparable results) for producing data which are comparable on a statewide and nationwide basis.

(g) The Commissioner shall make a report to the respective committees of the Congress having legislative jurisdiction over programs authorized by this title and the respective Committees on Appropriations concerning his progress in carrying out this section not later than January 31, 1975, and thereafter he shall report to such committees no later than January 31 of each calendar year the results of the evaluations of programs and projects required under this section, which shall be comprehensive and detailed, as up-to-date as possible, and based to the maximum extent possible on objective measurements, together with any other related finding and evaluations and his recommendations with respect to legislation.

(h) The Commissioner shall also develop a system for the gathering and dissemination of results of evaluations and for the identification of exemplary programs and projects, or of particularly effective elements of programs and projects, and for the dissemination of information concerning such programs and projects or such elements thereof to State and local educational agencies responsible for the design and conduct of programs and projects under this title, and to the education profession and the general public.

(i) The Commissioner is authorized, out of funds appropriated to carry out this title in any fiscal year, to expend such sums as may be necesary to carry out the provisions of this section, but not to exceed one-half of 1 per centum of the amount appropriated for such program, of which $5,000,000 for each fiscal year ending prior to July 1, 1977, shall be available only for the surveys and studies authorized by section 821 of the Education Amendments of 1974.

DEFINITIONS [1]

SEC. 403. For the purposes of this Act—

(1) The term "Federal property" means real property which is owned by the United States or is leased by the United States, and which is not subject to taxation by any State or any political subdivision of a State or by the District of Columbia. Such term includes (A) except for purposes of section 6, real property held in trust by the United States for individual Indians or Indian tribes, which is subject to restrictions on alienation imposed by the United States, (B) for one year beyond the end of the fiscal year in which occurred the sale or transfer thereof by the United States, any property considered prior to such sale or transfer to be Federal property for the purposes of this Act, and (C) any school which is providing flight training to members of the Air Force under contractual arrangements with the Department of the Air Force at an airport which is owned by a State or a political subdivision of a State. Such term also includes any interest in Federal property (as defined in the foregoing provisions of this paragraph) under an easement, lease, license, permit, or other arrangement, as well as any improvements of any nature (other than pipelines or utility lines) on such property even though such interests or improvements are subject to taxation by a State or political subdivision of a State or by the District of Columbia. Notwithstanding the foregoing provisions of this paragraph, such term does not include (A) any real property used for a labor supply center, labor home, or labor camp for migratory farmworkers, (B) any real property under the jurisdiction of the Post Office Department and used primarily for the provision of postal services, or (C) any low-rent housing project held under title II of the National Industrial Recovery Act, the Emergency Relief Appropriation Act of 1935, the United States Housing Act of 1937, the Act of June 28, 1940 (Pub. L. 671 of the Seventy-sixth Congress), or any law amendatory of or supplementary to any such Act.

(2) The term "child", except as used in title II, means any child who is within the age limits for which the applicable State provides free public education.

(3) The term "parent" includes a legal guardian or other person in loco parentis.

(4) The term "free public education" means education which is provided at public expense, under public supervision and direction, and without tuition charge, and which is provided as elementary or secondary school education in the applicable State, except that for the purposes of title II such term does not include any education provided beyond grade 12.

(5) The term "current expenditures" means expenditures for free public education, including expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities, but not including expenditures for community services, capital outlay, and debt service, or any expenditures made from funds granted under title II of this Act or title II or III of the Elementary and Secondary Education Act of 1965.

(6)(A) ED. NOTE: Omitted because not applicable.

(B) For purposes of title II, the term "local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. Such term includes any other public institution or agency having administrative control and direction of a public elementary or secondary school, and it also includes (except for purposes of sections 203(a)(2), 203(b), and 205(a)(1)) any State agency which is directly responsible for providing free public education for handicapped children (including mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by rea-

[1] Applicable to Title I of ESEA, originally enacted as Title II of Pub. L. 81-874. "Title II" as used in these definitions means Title I of the Elementary and Secondary Education Act of 1965.

son thereof require special education) or for children in institutions for neglected or delinquent children.

(7) The term "State educational agency" means the officer or agency primarily responsible for the State supervision of public elementary and secondary schools.

(8) The term "State" means a State, Puerto Rico, Wake Island, Guam, the District of Columbia, American Samoa, or the Virgin Islands, and for purposes of title II, such term includes the Trust Territory of the Pacific Islands.

(9) The terms "Commissioner of Education" and "Commissioner" mean the United States Commissioner of Education.

(10) Average daily attendance shall be determined in accordance with State law, except that (A) the average daily attendance of children with respect to whom payment is to be made under section 3 or 4 of this Act shall be determined in accordance with regulations of the Commissioner, and (B) notwithstanding any other provision of this Act, where the local educational agency of the school district in which any child resides makes or contracts to make a tuition payment for the free public education of such child in a school situated in another school district, for purposes of this Act the attendance of such child at such school shall be held and considered (i) to be attendance at a school of the local educational agency so making or contracting to make such tuition payment, and (ii) not to be attendance at a school of the local educational agency receiving such tuition payment or entitled to receive such payment under the contract.

(11) The term "county" means those divisions of a State utilized by the Secretary of Commerce in compiling and reporting data regarding counties.

(12) The term "construction" includes the preparation of drawings and specifications for school facilities; erecting, building, acquiring, altering, remodeling, improving, or extending school facilities; and the inspection and supervision of the construction of school facilities.

(13) The term "school facilities" means classrooms and related facilities (including initial equipment) for free public education and interests in land (including site, grading, and improvements) on which such facilities are constructed, except that such term does not include those gymnasiums and similar facilities intended primarily for exhibitions for which admission is to be charged to the general public.

(14) The term "equipment" includes machinery, utilities, and built-in equipment and any necessary enclosures or structures to house them, and includes all other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as instructional equipment and necessary furniture, printed, published, and audio-visual instructional materials, and books, periodicals, documents, and other related materials.

(15) For the purpose of title II, the term "elementary school" means a day or residential school which provides elementary education, as determined under State law, and the term "secondary school" means a day or residential school which provides secondary education, as determined under State law, except that it does not include any education, provided beyond grade 12.

(16) For purposes of title II, the "average per pupil expenditure" in a State, or in the United States, shall be the aggregate current expenditures, during the second fiscal year preceding the fiscal year for which the computation is made (or if satisfactory data for that year are not available at the time of computation, then during the most recent preceding fiscal year for which satisfactory data are available), of all local educational agencies as defined in section 403(6)(B) in the State, or in the United States (which for the purposes of this subsection means the fifty States, and the District of Columbia), as the case may be, plus any direct current expenditures by the State for operation of such agencies (without regard to the source of funds from which either of such expenditures are made), divided by the aggregate number of children in average daily attendance to whom such agencies provided free public education during such preceding year.

(17) For the purposes of title II, "excess costs" means those costs directly attributable to programs and projects which exceed the average per pupil expenditure of a local educational agency in the most recent year for which satisfactory data are available for pupils in the grade or grades included in such programs or projects (but not including expenditures for any comparable State or local special programs for educationally deprived children or expenditures for bilingual programs or special education for handicapped children or children with specific learning disabilities, if such expenditures for bilingual eduation and special education are used to provide, to children of limited English-speaking ability and handicapped children, and children with specific learning disabilities who reside in title I project areas, services which are comparable to those provided to similarly disadvantaged children residing in nonproject areas).

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Instructions for Comprehensive Program Planning

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles – Superintendent of Public Instruction
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Introduction

This document contains instructions for developing comprehensive program plans at both the district and the school levels, as required under *Proposed Regulations for Consolidated Categorical Aid Programs in California Schools.*[1] The essential planning elements for both levels are identified; they stem from the premise that the specifics of educational programs are to be designed for actual student populations by the people who are directly concerned with those populations.

Some districts are developing comprehensive program plans for the first time. For them the particular emphasis may be on the creation of advisory committees and the working relationships the committee members have with the teaching and administrative staffs and the governing board. Other districts have already developed comprehensive plans, and in each step of the planning process they will be producing amendments to their plans. In either case the aim is deliberate, purposeful planning that is responsive to the needs of the students.

This document has two major parts: one on district-level planning and one on school-level planning. These levels of planning have important connections, and Figure 1 shows the connections as well as the flow of the process at both levels. Within each part of the document, the arrangement of instructions follows as closely as possible the sequence in which the planning steps occur. At the end of each section are listed the "planning products," the particular written records to be produced in that step of the process. The Department asks that the district-level planning products be assembled and kept together at the district office. Similarly, the Department asks that school-level planning products be assembled and kept together at each school's main office.

For the district and the individual participating schools, the planning products provide the basis for program implementation as well as information necessary for preparing the consolidated application. This document contains no information regarding the submission of products to the Department of Education. Another document will give instructions for preparing the consolidated application and for submitting material to the Department; other documents will describe fiscal and program reporting requirements and give consolidated evaluation instructions.

Two types of advisory committees are key elements of the entire process. The District Advisory Committee participates fully in all district planning activities, giving reaction to proposals and making recommendations to the district administration and the school district governing board. The School Advisory Committee participates fully in each planning activity at the school level. Also, throughout the year it gives advice and assistance for the program management and evaluation functions. Although these committees do not show as "process" elements in the chart, they are vital to the health of the educational programs. Parents and community representatives provide invaluable participation as advisory committee members and in other capacities in planning and operating public school programs; they are a priceless resource for comprehensive program planning.

[1] *Proposed Regulations for Consolidated Categorical Aid Programs in California Schools.* Sacramento: California State Department of Education, 1973.

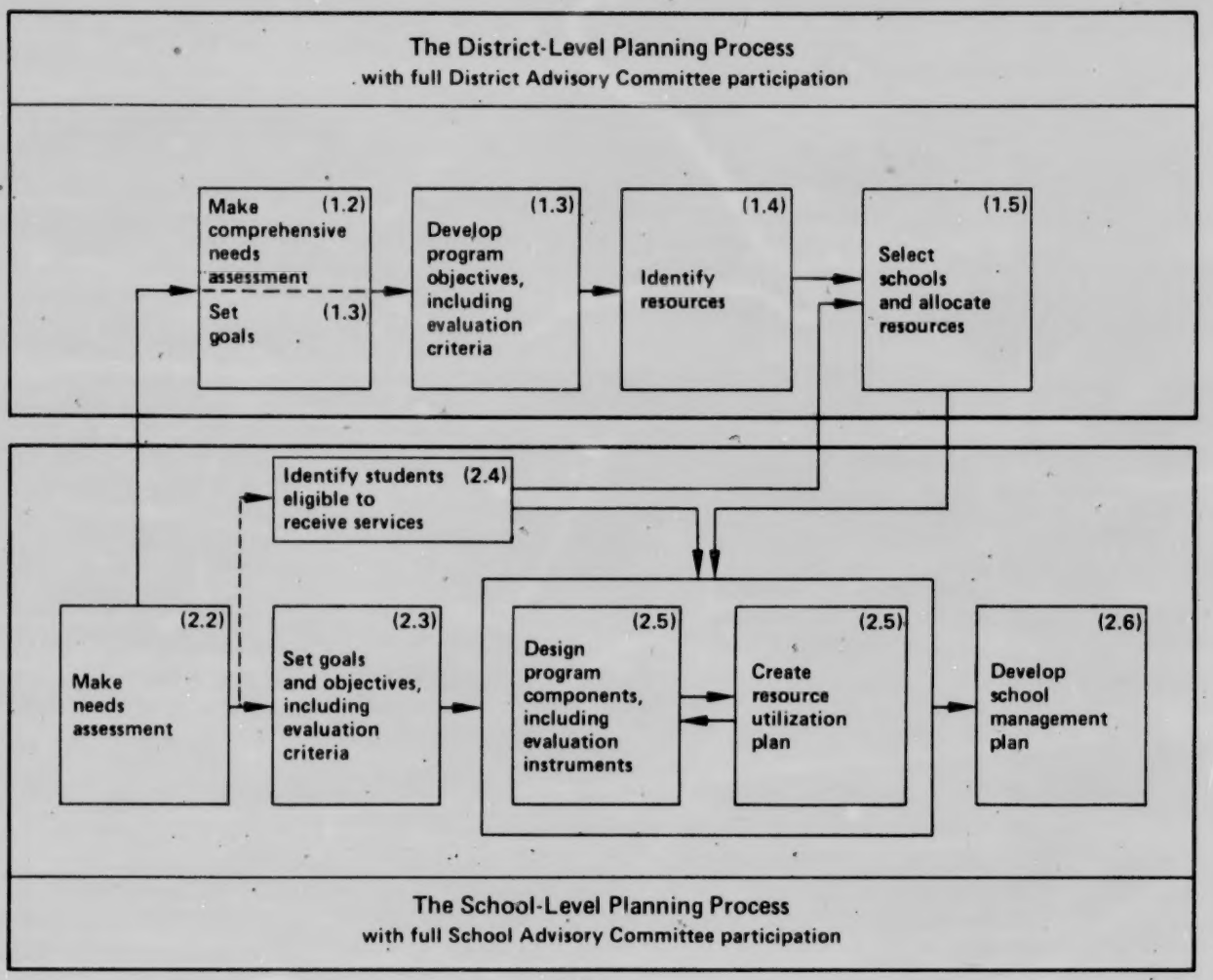

Figure 1. The comprehensive program planning process

1.0 Instructions for Comprehensive Program Planning at the District Level

The purpose of this part of the document is to describe the activities which constitute comprehensive program planning at the district level. The general process to be followed in comprehensive planning and the "products" to be developed are prescribed by the state, but the particular methods and procedures to be employed are to be selected at the local level. For example, the preparation of a needs assessment is a state requirement, but the district may design its own procedure for making the needs assessment, or it may adopt a procedure developed elsewhere. In any event, full participation by the District Advisory Committee is required in all district-level activities.

Some districts have been using a systematic approach to planning for several years; others are just beginning. Consequently, those districts initiating comprehensive planning this year will develop new goals, objectives, and program sturcture. Other districts will update needs assessments and refine existing programs. In either case it is clear that although a comprehensive program plan may be complete, it is never final.

The instructions in this section will guide administrators, teachers, parents, and members of the community through the annual planning process in a district, recognizing that both experience and changing conditions will determine the emphases to be given in the planning as well as the particular difficulties encountered in any given year.

1.1 District Advisory Committee

The proposed consolidated program regulation entitled "Parent and Community Involvement" requires the establishment and operation of a District Advisory Committee.[2] An existing committee which meets, or can be augmented to meet, the membership requirements given in Section 1.1.1 will satisfy this requirement. Equitable representative processes shall be used to establish the committee.

[2] *Proposed Regulations*, p. 2.

1.1.1 Membership requirements for the District Advisory Committee

A majority of the voting membership of the District Advisory Committee shall be parents (not employed by the district) of students eligible for categorical services. The District Advisory Committee shall be composed of each of the following:

(1) Parents who reflect the ethnic and socioeconomic composition of the district (Parents of students in all age spans should be included. If the district receives, or is competing for, Early Childhood Education funds, parents of pupils in kindergarten through grade three must be represented.)
(2) Representatives from nonschool community social service agencies such as mental health groups, United Crusade boards, or city-connected agencies
(3) Representatives from the business community, such as store owners, managers, or supervisors
(4) Classified aides, teacher assistants, or other support personnel
(5) Teachers and administrators (If the district receives, or is competing for, Early Childhood Education funds, teachers of students in kindergarten through grade three must be included.)
(6) Representatives of nonpublic schools when categorical resources are available to nonpublic schools

If individual members represent more than one of the above groups of people, the total membership may be reduced accordingly. Also, other representatives may be added as long as parents not employed by the district remain a majority.

1.1.2 Committee responsibilities

The District Advisory Committee has responsibility for giving advice and making recommendations regarding the following:

(1) Developing the comprehensive district plan, including establishment of a time line
(2) Making a district needs assessment, including the process of school-by-school needs assessment
(3) Establishing district goals and objectives
(4) Setting the order in which schools will enter the Early Childhood Education program

An additional responsibility of the District Advisory Committee is aiding in the identification of human and material resources available from the community.

1.1.3 Operating procedures

The District Advisory Committee operates in the following ways:

(1) Establishing regular two-way communication channels with the school administration as well as the governing board
(2) Serving as advocate for active parental involvement at the school level in the functions of program planning, implementation, and evaluation
(3) Advocating processes at the school level for providing reports to parent groups and school and nonschool community groups at times other than annual reporting times

The district administration has responsibility for arranging staff assistance for the District Advisory Committee.

1.1.4 Planning products

The following records relating to the District Advisory Committee are to be kept at the district office:

(1) The name and title of the person employed by the district who is responsible for organizing the District Advisory Committee
(2) A list of committee members by name, address, and telephone number for each of the categories of representation identified in 1.1.1; a ledger recording changes in membership
(3) The schedule and information on content of training activities for committee members
(4) A schedule of committee meeting dates and locations of meetings
(5) A description of the communication channels established for providing information to the committee and for bringing recommendations of the committee into the decision-making process
(6) A copy of the major recommendations made or endorsed by the committee in each step of the planning process

1.2 District Needs Assessment

The minimum requirement for the comprehensive district-level needs assessment is the consolidation of all data in each school-level needs assessment. (Each school receiving categorical resources must prepare a needs assessment, including the categories described in Section 2.2.1.) However, in addition to this compilation, the district should consider in its needs assessment any factors which affect two or more attendance areas; e.g., comparisons of the cultural diversities at different schools, districtwide opportunities for experiences outside the classroom, and potentials for interchange among school personnel or students. Needs associated with district and school management should also be addressed.

1.2.1 Elements of the needs assessment

The district-level needs assessment will require a compilation of school-level data in the following categories:

(1) Base line data on the student population as described in Section 2.2.1(1)
(2) Data on ability (or achievement measures) of the student population as described in Section 2.2.1(2)
(3) Data on affective areas of student development from such instruments as the school may employ and from teacher observations
(4) Data on psychomotor areas of student development from such instruments as the school may employ and from teacher observations
(5) Appraisals of the levels of social and cultural understanding within the student population
(6) Appraisals of the degree to which the present instructional program provides diagnostic/prescriptive instruction for students on an individualized basis
(7) Appraisals of health and social services available to students, both within and outside the school program
(8) Appraisals of staff needs (Staff needs may range from personal to institutional. Included are skills in communicating with other staff members, with students, and with parents;

skills in managing the teaching-learning environment; and skills in using a wide variety of teaching strategies and materials related to individual student learning styles. At the district level attention should be given to needs in career development and in affirmative action.) (9) Appraisals of the nature and extent of parent involvement in program planning and implementation and examinations of the parent education opportunities

In addition, the needs assessment includes an analysis of the district's management system. This analysis can identify missing or inappropriate managerial assignments; needs for more complete time lines, schedules, or different review procedures; or areas of needed negotiation among administration and staff to clarify responsibilities for categorical program development. It should give particular attention to the decision-making process involving parents and other citizens.

1.2.2 Planning products

Each of the school-level compilations and the management analysis listed in Section 1.2.1 are planning products from the district needs assessment.

1.3 District Goals and Objectives

Goals of a school district stem from what the citizens of a community believe to be the purposes of the public schools. "Goal" is defined in Education Code Section 7562 as "... a statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period."

One point of view in goal setting is that goals exist independent of conditions in the district; the goals are ideals. When this concept is followed, goal setting is the first step in district comprehensive planning, and citizen expressions of purposes and ideals are used rather than data from the needs assessment.

Another point of view in goal setting is that goal statements are statements of desired conditions. When this concept is followed, goals are written in terms of the parameters of the district needs assessment. The appraisal of existing conditions is contained in the district needs assessment; the statement of desired conditions which derives from the needs assessment then becomes synonymous with the goals.

Either of these goal-setting concepts is acceptable, as each concept provides the "broad direction or intent" of district goals.

When the district decides to what extent it will strive to meet specific desired conditions identified in its needs assessment, it sets objectives. Education Code Section 7563 defines "objective" as "... a devised accomplishment that can be verified within a given time and under specifiable conditions which, if attained, advances the system toward a corresponding goal." Verification rests on the evaluation criteria chosen when the objectives are defined. The time frame for some objectives may be short-range; for others it may be intermediate or long-range.

1.3.1 Frequency of goal and objective setting

Districts which are establishing goals and objectives for the first time will carry out the complete goal-setting process. Districts which have developed goals within the last three years may retain the goals or modify them as desired. Objectives are generally set on an annual basis, but many of them may be readopted in successive years provided appropriate modifications are made to reflect changes in the needs assessment.

1.3.2 Role of the District Advisory Committee in setting goals and objectives

The District Advisory Committee will participate fully in the district goal-setting process and may provide the primary citizen input. However, the involvement of many citizens of the district can be obtained through the use of a poll or questionnaire. In any event, the District Advisory Committee offers advice and recommendations on the goals to be adopted.

The District Advisory Committee similarly gives advice and makes recommendations for program objectives in collaboration with the professional staff of the district.

1.3.3 Evaluation criteria

For each program objective there shall be evaluation criteria: clear and concrete ways of knowing whether or to what extent that particular objective has been achieved. Further descriptions and recommendations are given in

A Handbook for the Evaluation of Multifunded Educational Programs.[3]

1.3.4 Priority setting

Since the differences between existing and desired conditions are always more than can be surmounted in a given year, decisions on the relative importance of needs are required. By assigning priorities to the needs (or to the goals if they are expressions of intent to meet unmet needs), the district is able to select objectives which meet the higher priorities. A rank ordering might be performed; or, as an alternative, the needs might be grouped into categories such as critical, important, or desired. For the more important goals, a greater number of objectives or objectives with earlier completion dates are appropriate. Fewer or longer-range objectives would be chosen for less important goals.

1.3.5 Planning products

The planning products for district goals and objectives are as follows:

(1) A list of district goals (with indications of priority level if the goals are used as statements of desired conditions)
(2) A list of district program objectives and the associated evaluation criteria for 1974-75 (An objective for each goal is not necessarily required; conversely, there may be several objectives correlated with certain goals.)

1.4 Identification of Resources at the District Level

A complete inventory of available resources is needed before the school district can prudently allocate those resources. In addition to dollars available for purchasing services and materials, resources include many persons and establishments in the district. The district also has materials, equipment, and facilities that it can make available for school-level functions.

The Department of Education notifies the school district of state and categorical resources as well as apportionment monies to which the district is entitled or for which it may compete. The other resources must be identified by the district.

[3] *A Handbook for the Evaluation of Multifunded Educational Programs.* Prepared under the direction of Alexander I. Law, Chief, Office of Program Evaluation and Research. Sacramento: California State Department of Education, 1973.

1.4.1. Categories

Categories of resources include the following:

(1) Resources available from local taxes and state apportionments
(2) State resources available by formula or entitlement
(3) Federal resources available by formula or entitlement
(4) State and federal resources available on a competitive basis
(5) Persons and business establishments in the district which can offer assistance or learning opportunities to the students
(6) Health and social-service agencies
(7) Various buildings and other locations (such as museums and arboretums) which have educational value

1.4.2 Planning product

A record of both financial and other resources identified by the district, including at least the seven categories listed in Section 1.4.1, must be kept in the district office.

1.5 Selection of Schools and Allocation of Categorical Resources

Most categorical resources are intended for groups of students who, for various reasons, are less successful in school than the student population as a whole. The dominant but not exclusive criterion for receiving categorical resources is educational need. The regulations governing selection and allocation are contained in the *Proposed Regulations for Consolidated Categorical Aid Programs in California Schools.* Nonetheless, opportunity exists for local discretion in allocating resources, particularly when a school is eligible for more than one source of funds.

Allocations of resources made under the school district's comprehensive plan must relate to the district's program objectives, which in turn relate to the district needs assessment. Further, the availability and allocation of local human resources and other community resources must be considered by the district in the allocation of categorical resources.

Note: The instructions in this document apply to the seven categorical programs funded in 1974-75 through the consolidated application. These programs are as follows:

School Library Resource Programs (Phase 1 of Title II of the Elementary and Secondary Education Act of 1965
Special Teacher Employment Program
Special Elementary School Reading Instruction Program (Miller-Unruh Basic Reading Act)
Early Childhood Education Programs
Educationally Disadvantaged Youth Programs (SB 90)
Compensatory Programs under Title I of the Elementary and Secondary Education Act of 1965
State Preschool Programs

The basic restrictions and requirements governing the allocation of each categorical source of funds are contained in sections 1.5.1 through 1.5.10. It must be understood that the allocation of all seven sources covered in these is to be made simultaneously.

Simultaneous allocation is not as complex a process as it may appear to be. First, preschool funds are obviously unavailable for kindergarten or higher grades. Next, because both Miller-Unruh and Special Teacher Employment schools are identified by the state, district selection of schools is not at issue. Further, the district allocates ESEA, Title II, Phase 1, funds according to library and media needs at the school level. The focus for these funds is so well defined that the school selections can be made almost independently of other resources available.

The three categorical resources which require simultaneous consideration are Educationally Disadvantaged Youth; ESEA, Title I; and Early Childhood Education. Generally, substantial overlap exists as to schools eligible for these three sources. No restriction exists as to the proportion of resources used in different schools as long as individual regulations are not violated. In schools with two or more different categorical resource allocations, the school is to have a consolidated, comprehensively planned categorical program even though expenditures from each funding source must be identified. However, the funding of individual program components by more than one categorical source is permissible. When more than one categorical source is used, a record must be kept of the prorations charged to each funding source.

1.5.1 Identification of schools according to educational needs of students

Both Early Childhood Education and Educationally Disadvantaged Youth programs require that schools of "greatest educational need" be identified. The level of need is measured principally by the number or percent, or combination of both, of students scoring in the lowest quartile on reading and mathematics achievement tests. Other factors, such as poverty levels, the pupil transiency rate, and the number of pupils with first language other than English may be incorporated. The specific criteria and the manner of quantifying educational needs for school attendance areas together form one major planning product. A record of quantified educational need at each school is the critical planning product for the selection of schools and allocation of categorical resources.

1.5.2 Identification of school attendance areas according to concentration of low-income families

For the allocation of ESEA, Title I, funds, it is necessary to identify the concentration of children from low-income families in each attendance area. Low-income families can be identified by the use of 1970 census data, AFDC data, or secondary source data. A reference for detailed information is the HEW publication, *Title I, ESEA—Selecting Target Areas.*[4] The district may use either percent or number, or combination of both, of children from low-income families in computing concentrations. A record of this concentration in each attendance area is a specific planning product.

1.5.3 Allocation of ESEA, Title II, Phase 1, funds

ESEA, Title II, Phase 1, funds are intended for the purchase of library and media materials. The district inventory of resources serves as the reference for identifying the greatest needs within the district. The district then allocates the ESEA, Title II, Phase 1, funds accordingly.

1.5.4 Allocation of Special Teacher Employment funds

Both income and educational need criteria are utilized in the selection of schools to receive Special Teacher Employment funds. The state identifies the schools and the funds available to the school districts.

[4] *Title I, ESEA—Selecting Target Areas: A Handbook for Local Title I Officials.* OE-37073. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1971, pp. 3–11.

1.5.5 Allocation of Special Elementary School Reading Instruction Program (Miller-Unruh) funds

Individual school eligibility for teachers and/or aides paid in part from Miller-Unruh funds is determined when the funds available for the district are determined. The district may add district funds (when necessary) to hire the teachers and/or aides.

At an elementary school receiving (or competing for) Early Childhood Education (ECE) funds for its pupils in kindergarten and grades one through three, the sum of Miller-Unruh and Early Childhood Education funds may not exceed $130 (or $195 for educationally disadvantaged students) per student. At such schools the district has the choice of utilizing Miller-Unruh funds with a corresponding reduction of ECE funds or of applying the full $130 (or $195) per pupil from ECE funds with no Miller-Unruh support.

At a school receiving ECE funds for pupils in kindergarten and grade one or kindergarten and grades one and two, the ECE award is reduced by one-half or three-quarters respectively of the Miller-Unruh funding for the school.

In the case of a school which is newly competing for ECE funds, the district may want to plan for Miller-Unruh services as a minimum and have a plan contingent on an ECE award which either includes or does not include Miller-Unruh funds.

1.5.6 Award of Early Childhood Education Program funds

Each district receiving or competing for ECE funds must have a master plan for phasing schools into the ECE program. This plan must specify the sequence in which the district selects schools to compete for ECE funds. In any fiscal year at least half of the schools in the program must be schools with students having the greatest educational need; the others are selected by the governing board according to locally chosen criteria contained in the district master plan for Early Childhood Education. Hence, allocations to schools are determined by the district master plan and the success of individual schools in competing for expansion funds.

A district will automatically receive ECE funds in 1974-75 for schools which entered the program in 1973-74 because initial awards for specific schools are made for three years. Early in March, 1974, the Department of Education will notify each district of its eligibility to compete for increased funding in 1974-75. This eligibility will be for a percent of the district's average daily attendance in kindergarten and grades one through three. Details of the award criteria and procedures are contained in "Awarding Early Childhood Education Expansion Funds"[5]

Note: If the district elects to use Miller-Unruh funds at a given school, the ECE award will be reduced by the Miller-Unruh amount (half or three-quarters of the Miller-Unruh amount if the ECE program includes only kindergarten and grade one or kindergarten and grades one and two respectively at the school).

1.5.7 Allocation of Educationally Disadvantaged Youth Program funds

Educationally Disadvantaged Youth (EDY) funds are allocated according to the record of educational need at each school described in 1.5.1. The amount allocated to a given school is determined by the district provided that at least those students scoring in the lowest quartile in a test of basic skills receive services. The regulations require that the youngest EDY students in the district have priority. Schools must be selected on this basis.

1.5.8 Allocation of ESEA, Title I, funds

Schools to receive ESEA, Title I, funds are selected in rank order of concentration of children from low-income families as specified in the tabulation called for in Section 1.5.2. The amount allocated to a given school is determined by the district provided that at least those students scoring in the lowest quartile in a test of basic skills receive services. The regulations require that the youngest EDY students in the district have priority. Schools must be selected on this basis.

1.5.9 Allocation of California State Preschool Education Program funds

California State Preschool Education Program funds are intended for children of low-income

[5] "Awarding Early Childhood Education Expansion Funds." Prepared by the Early Childhood Education Program manager and adopted by the California State Board of Education in December, 1973.

families, with priority given to children for whom English is a second language. Preschool classes may be operated by any public agency or any private agency which meets eligibility requirements. Classes may be operated without regard to specific school sites but should preferably be located where children who reside within the attendance areas of schools eligible for ESEA, Title I, funds or Educationally Disadvantaged Youth Program funds can be served.

1.5.10 Maximum and minimum levels of service and contingency planning

For each student receiving services under ESEA, Title I, or the Educationally Disadvantaged Youth Program, the allocation from combined categorical aid funds must amount to between 50 and 80 percent of the average per-student expenditure, excluding categorical funds, in elementary schools in California. But many schools with educationally disadvantaged students are eligible for more than one categorical source. In particular, a number of schools will have Early Childhood Education, Educationally Disadvantaged Youth, and ESEA, Title I, funds. Funds from these sources are combined through district decisions in a manner that satisfies the minimum and maximum levels of expenditure per student.

For schools currently in the Early Childhood Education Program, funds are assured for the next fiscal year. For students in these schools who have great educational need, the district may allocate available Educationally Disadvantaged Youth and ESEA, Title I, funds. The district can, for example, allocate $70 of Educationally Disadvantaged Youth money and $200 of ESEA, Title I, money to go with $130 (plus $65 in most instances) of Early Childhood Education money for each student with great educational need at an ECE school. At non-ECE schools, the district can allocate, for example, $350 of ESEA, Title I, money plus $90 of Educationally Disadvantaged Youth money per participating student. Any combinations which do not violate eligibility requirements of individual funding sources are permitted.

Schools which are newly competing for Early Childhood Education funds should draw up a contingency plan for allocating those funds. The district will first allocate certain Educationally Disadvantaged Youth and ESEA, Title I, funds to these schools, which will then prepare a comprehensive plan for participating students. The competing school will also prepare a restructuring plan for its entire kindergarten and grades one through three population as part of its competition for funds. The ECE funds the school receives if it competes successfully provide for restructuring activities and for a more fully developed individualized program than would have been possible without the ECE funds.

If the school competes successfully (and approximately 80 percent of the candidates will be successful), the district can amend its EDY or ESEA, Title I, allocation plan to bring categorical services to additional schools. The amendment is to be made after the district has been notified of an ECE award. It is also possible that notification of changes in federal funding levels will be available at that time. The district can amend its allocation plan to account for these changes as well as those resulting from the ECE awards.

1.5.11 Planning products

Planning products required from the selection of schools and allocation of categorical resources are the following:

(1) The specific criteria and the manner of quantifying educational need for school attendance areas

(2) A record of quantified educational need at each school

(3) A record of the concentration of children from low-income families in each attendance area

(4) A listing of the categorical sources from which each school is eligible to receive funds in 1974-75

(5) A tabulation of resources, both regular and categorical, which will be allocated to each school in 1974-75 (The specific categories of resources used should be exactly the ones that are communicated to the persons responsible for school-level planning.)

2.0 Instructions for Comprehensive Program Planning at the School Level

The purpose of this part of the document is to describe the activities which constitute comprehensive program planning at the school level. The general process to be followed and the "planning products" to be developed are prescribed, but the particular methods and procedures to be employed are to be chosen by the school principal and staff in collaboration with the School Advisory Committee. In some schools the advisory committee as a whole may work with the principal and designated staff in each phase of the planning process; in other schools several working groups, composed of both staff and committee members, may be formed to prepare recommendations in chosen areas.

The School Advisory Committee will play a major role in performing the school's needs assessment, in selecting school goals and program objectives, and in identifying evaluation criteria and the reporting procedures to be used. (Refer to Figure 1 for the flow of activities.) Program design and the school management plan are primarily the responsibility of members of the professional staff of the school, although the staff must provide full information and explanation to the committee throughout the design process.

The primary school-level planning requirement contained in the consolidated program regulations is that the use of categorical funds be planned in conjunction with the use of other local and state resources. In those elementary schools receiving Early Childhood Education funds, a comprehensive program plan (utilizing *all* resources available to the school) for all pupils in the grade levels covered is required. In other age spans and in all schools, comprehensive program planning for students who will receive benefits from categorical funding is required.

School programs may include many components. Required program components are: instructional, including reading, language development, mathematics, and multicultural education; staff development; parent involvement; parent education; and health/auxiliary services. Deliberations and selections at each point in the planning process will occur in terms of these components and others chosen by the school. As the school plan is developed, the staff, in consultation with the School Advisory Committee, is responsible for establishing relative emphases as well as specific program content. The focus throughout is to be on the characteristics of the actual student population in the school.

2.1 School Advisory Committee

The consolidated program regulation entitled "Parent and Community Involvement" requires the establishment and operation of a School Advisory Committee at each school for which funds are sought through the consolidated application.[1] An existing committee which meets, or can be augmented to meet, the membership requirements given in Section 2.1.1 will satisfy this requirement. Equitable representative processes shall be used to establish the committee.

2.1.1 Membership requirements for the School Advisory Committee

A majority of the voting membership of the School Advisory Committee shall be parents (not employed at the school) of students eligible for categorical services. The School Advisory Committee shall be composed of each of the following:

(1) Parents who reflect the ethnic and socioeconomic composition in the school's attendance area

(2) Parents of students in all the age spans included at the school

(3) Teachers, aides, support personnel, administrators, and community representatives (If the school receives, or is competing for, Early Childhood Education funds, teachers in the kindergarten through grade three age span must be represented.)

[1] *Proposed Regulations for Consolidated Categorical Aid Programs in California Schools.* Sacramento: California State Department of Education, 1973, p. 2.

Individual parents may represent both an ethnic group and an age span as listed in (1) and (2) in the preceding list; the total membership may be reduced accordingly as long as a distribution of ethnic and age-span representation is reflected in the committee. Other members may be added as long as parents not employed at the school remain a majority.

2.1.2 Committee responsibilities

The School Advisory Committee has the following responsibilities:

(1) To participate in the processes of needs assessment and the setting of goals and objectives
(2) To ensure that technical evaluation advice is sought during the program planning process to determine whether the proposed evaluation process and instruments will adequately reflect the achievement of program objectives
(3) To advise the principal and staff regarding staff development and inservice training
(4) To arrange with the principal and staff for direct parental involvement in classroom activities and in program evaluation
(5) To advise the principal and staff on programs for comprehensive parent education

If the school receives (or is competing for) Early Childhood Education funds, the School Advisory Committee shall advise the principal and staff regarding a program of restructuring instruction in kindergarten through grade three with emphasis on an individualized, diagnostic approach.

2.1.3 Operating procedures

The School Advisory Committee participates fully in each phase of the planning process, and the chairperson signs an assurance for each phase, attesting to that participation. In addition, the School Advisory Committee actively seeks ways to provide information about program planning and implementation to citizens of the school attendance area and receives suggestions and reactions from these citizens.

2.1.4 Planning products

The following records relating to the School Advisory Committee are to be kept at the school's main office:

(1) A list of the persons appointed to the School Advisory Committee by name, address, and telephone number for each of the categories of representation identified in 2.1.1; a ledger recording changes in membership
(2) The schedule and information on content of training activities for committee members
(3) A schedule of dates and locations of committee meetings
(4) A copy of the major recommendations made or endorsed by the committee in each step of the planning process

2.2 Needs Assessment

School-level program planning begins with needs assessment. The first step is to establish a clear record of existing conditions.

The needs assessment deals not only with specific characteristics of the student population, but also with the several components of the school's program. The needs assessment provides the information base for program design.

2.2.1 Elements of the needs assessment

Essential elements of the needs assessment at each school are as follows:

(1) Base line data on the student population
  (a) Numbers of students
  (b) Ethnic and socioeconomic makeup of the student population
  (c) The numbers of students with English as a second language
  (d) Transiency rates of students
  (e) Numbers of exceptional students: physically handicapped, mentally handicapped, and gifted
  (f) The nature and extent of student background factors such as cultural opportunities, travel, and the community environment
  (g) Student health data
(2) Ability (or achievement measures) of the student population
  (a) Diagnostic data obtained in the process of choosing instructional activities for individual students (Such data would be compiled and summarized for the purposes of needs assessment.)
  (b) Achievement data obtained at the school from whatever performance measures are employed at the school (This includes aggregate data from criterion-referenced achievement testing, data from matrix sampling of school achievement, and data from standardized achievement tests administered.)

(3) Data on affective areas of student development from such instruments as the school may employ and from teacher observations
(4) Data on psychomotor areas of student development from such instruments as the school may employ and from teacher observations
(5) Appraisal of the levels of social and cultural understanding within the student population
(6) Appraisal of the degree to which the present instructional program provides diagnostic/prescriptive instruction for students on an individualized basis
(7) Appraisal of health and social services available to students, both within and outside the school program
(8) Appraisal of staff needs (Staff needs may range from personal to institutional. Included are skills in communicating with other staff members, with students, and with parents; skills in managing the teaching-learning environment; and skills in using a wide variety of teaching strategies and materials related to individual student learning styles.)
(9) Appraisal of the nature and extent of parent involvement in program planning and implementation and an examination of the parent education opportunities

2.2.2 Planning products

All of the data and appraisals identified in Section 2.2.1 are planning products for school-level needs assessment.

2.3 Goals and Objectives

While districtwide goals and program objectives may be maintained for three years before major reexamination and revision are necessary, school-level goals and objectives must be established annually. Among the many desired conditions which are derived from the needs assessment, some are selected as goals. Each school goal expresses the intent to change from an existing to a desired condition. School-level goals and objectives are developed in light of district goals and objectives. Unique school characteristics, nonetheless, inevitably necessitate variations of detail and emphasis between the district and school-level goals and objectives.

2.3.1 Goals

Some procedure for indicating relative importance or urgency of needs should be employed. A complete ranking might be performed; or, as an alternative, the needs might be grouped into such categories as critical, important, or desired. Goals then are arranged into a list corresponding to the ranking or into a set of categories. The goal statements describe in broad terms the conditions desired.

2.3.2 Program objectives

Program objectives are correlated with goals, with the possibility of more than one objective for a given goal. Objectives identify desired outcomes in measurable terms within given time frames. Most school-level objectives will be for the school year, but certain objectives may be appropriately chosen for two- or three-year intervals.

2.3.3 Evaluation criteria

The identification of criteria for judging the accomplishment of program objectives accompanies the selection of those objectives. In fact, the objectives cannot be said to exist without corresponding evaluation criteria. Procedures for collecting evaluation data are established as part of program design. Finally, the school develops a plan for reporting the evaluation results. Further descriptions and recommendations are given in *A Handbook for the Evaluation of Multifunded Educational Programs.*[2]

2.3.4 Planning products

The planning products for school-level goals and objectives are as follows:

(1) A listing of school goals with indications of priority level
(2) A list of school program objectives, correlated with the school goals, with evaluation criteria for judging the accomplishment of the objectives

2.4 Identification of Students to Receive Services from Categorical Resources

The purpose of categorical aid is to provide services to selected students in addition to the "regular" services provided with school district funds. Consequently, identification of participating students is an essential step in school-level program planning. In the planning of programs for 1974-75, the number of students eligible to

[2] *A Handbook for the Evaluation of Multifunded Educational Programs.* Prepared under the direction of Alexander I. Law, Chief, Office of Program Evaluation and Research. Sacramento: California State Department of Education, 1973.

participate is estimated by the school. This tabulation affects the type and scale of the program component design. In 1974-75, *individual students* are identified as participants and receive the program services designed in the planning process. Because the number of participating students varies only slightly from year to year, little difficulty exists in adjusting to differences between actual number of students and the previously estimated number.

2.4.1 Students who receive Early Childhood Education Program services

In the Early Childhood Education (ECE) Program, every child enrolled in the participating grades of a participating school receives services. Further, for students who score below the first quartile on a standardized achievement test or a developmental assessment instrument or who have serious deficiencies in verbal functioning, additional services may be provided from the additional ECE funds allowed for educationally disadvantaged youth.

2.4.2 Students who receive Educationally Disadvantaged Youth services

Educationally Disadvantaged Youth funds are intended to provide services for students who score below the second quartile of achievement in reading and for students who have additional educational handicaps because of linguistic, cultural, economic, and/or environmental differences. Services must be concentrated on students with the greatest educational needs. Further, the regulation on "Concentration of Services" requires that services be provided to the youngest of the eligible students when funds are insufficient to provide for all of those eligible.[3]

2.4.3 Students who receive ESEA, Title I, services

ESEA, Title I, funds are intended to provide services for educationally disadvantaged students. Children are eligible for services if they score below the fiftieth percentile on standardized achievement tests. Priority, however, shall be given to those who score below the twenty-fifth percentile and/or those who have serious deficiencies in verbal functioning because of linguistic, social, cultural, or economic isolation. The law requires that recipient students be between the ages of three and twenty-one and not have completed high school. Further, the regulation on "Concentration of Services" requires that services be provided to the youngest of the eligible students when funds are insufficient to provide for all of those eligible.[4]

2.4.4 Students who receive services under ESEA, Title II, Phase 1

In Title II of ESEA, no question of participation exists because funds are allocated to the school for library and media materials.

2.4.5 Students who receive services under the Special Elementary School Reading Instruction Program (Miller-Unruh)

In the Special Elementary School Reading Instruction Program (Miller-Unruh), a specialist teacher in reading (1) supplements the reading instruction provided in regular classes for all students in grade one; and (2) provides instruction to small groups of students and to individual students in grades two and three who have been determined to have reading disabilities. Priority for the services of the special teacher in reading shall be given to students with the greatest educational need as determined by standardized achievement tests.

Special reading aides provided through the use of Special Elementary School Reading Instruction Program (Miller-Unruh) funds shall be assigned to work with students served by the reading specialist. In coordination with the classroom teacher and building administrator, the reading specialist shall determine where and how the aides will carry out their tasks. Priority for the services of the aides shall be given to those students who enable the school to qualify for this funding.

2.4.6 Students who receive Special Teacher Employment Program services

The intent of the Special Teacher Employment Program is to reduce the pupil-teacher ratio in regular classrooms in kindergarten and grades one through six. No question exists concerning participation.

2.4.7 Students who receive services under the California State Preschool Program

To be eligible for entrance into a State Preschool Education Program, children must have

[3] *Proposed Regulations*, p. 4.

[4] *Proposed Regulations*, p. 4.

reached their third birthday and have not yet reached the legally eligible age for kindergarten.

2.4.8 Articulation with preschool and child care programs

Primary programs in public schools shall be articulated with preschool and child care programs provided through private agencies as well as through the public school system. In particular, children formerly enrolled in compensatory preschool education programs are to be included in compensatory primary education programs.

2.4.9 Emphasis on longitudinal services

Children severely disadvantaged educationally may need to be provided with several years of additional services. These children should receive services from categorical resources from the beginning of their schooling (preschool or kindergarten) until they attain success comparable to that of the student population as a whole. A minimum of three years is recommended for most of these children; and, if needed, a longer period is recommended.

2.4.10 Planning product

For each categorical resource, a record of the estimated number of students to receive services in 1974-75 is to be kept, by grade level, in each school's main office.

2.5 Program Design, Including Resource Utilization Plans

Program design is the "what will be done and how" phase of school-level planning. It defines the means that will produce the ends already established as program objectives. Program design is carried out by the principal and the professional staff. The elements are highly interrelated, and it may be expected that repeated considerations of each element will be necessary.

Program design must encompass all program components. Because the identification and delineation of program alternatives includes specification of necessary resources, the program design phase of the planning process must incorporate the school's resource utilization plan.

Another aspect of program design is the provision of evaluation procedures. Evaluation criteria are established along with the program objectives, but the selection of particular evaluation instruments may reasonably be considered part of program design.

2.5.1 Designing of instructional components

For the designing of instructional components, perhaps the most demanding part of the planning process, the Department of Education has the least specific instructions. The reason is that the Department believes that instructional components should be designed by the professional staff at the school level to accomplish the school's own program objectives.

The underlying point here is that instructional activities do not (or should not) merely happen; they must be planned and reduced to a written form. They must be planned to facilitate the accomplishment of measurable objectives already developed. As the activities are "costed out," the amounts of each categorical resource required in each instructional component can be computed.

Instructional components are required in reading, language development, mathematics, and multicultural education. A school will include other instructional components in line with its program objectives.

2.5.2 Criterion-referenced objectives

In accord with the needs assessment and the established instructional objectives, the teaching staff develops criterion-referenced objectives as the basis for designing instructional activities. These objectives describe the changes in individual students that can in some way be detected if the objective is achieved. Three types of criterion-referenced objectives are described as follows:

(1) Objectives relating to student knowledge or skills. This category of criterion-referenced objective deals with student ability to demonstrate specific knowledge or to solve specific types of problems where there is no question as to the correct answers. Items of historical fact and arithmetic computations are examples.

(2) Objectives relating to student growth in social and cultural understanding. This category of criterion-referenced objective deals with the internalization by a student of new understandings in social or cultural affairs. Knowledge or skill is not at issue. The point is rather the understanding demonstrated by the student in the way he expresses himself ver-

bally or in writing or in relationships with other students. As an example, a student excursion into new territories may subsequently lead him to use images or details in his writing that reflect his experiences in the excursion.

(3) Objectives relating to student ability to create designs. This category of criterion-referenced objective deals with student ability to create designs or solve problems for which there are no unique procedures and no unique answers. Art work or other obviously creative works are examples, as are the designing and perhaps building of a six-wheel vehicle or a fireproof cage for an animal. The typical objective in this category has certain specifications for the design but unlimited latitude for the student.

2.5.3 Isolation and segregation of students

In the school's instructional program, children shall not be labeled or segregated on a racial or ethnic basis or on the basis of receiving categorical aid services. Schools shall not (1) create special tracks for the educationally disadvantaged; (2) establish adjustment, pre-grade, or junior grade classes for the educationally disadvantaged; or (3) physically isolate children from their classmates on a scheduled daily basis except as follows: On the basis of a comprehensive diagnosis of needs, students assigned to a regular classroom teacher responsible for their instructional program may be moved to a physical location other than the regular classroom on a temporary basis until a diagnosed need has been alleviated. Alternative physical locations may include, but are not limited to, a reading laboratory, a mathematics laboratory, a bilingual-bicultural learning center, an intergroup education learning center, a diagnostic clinic, or similar facilities where the specific needs of the student may best be served.

2.5.4 Health and auxiliary services

A school receiving funds governed by the *Proposed Regulations for Consolidated Categorical Aid Programs in California Schools* shall establish and operate a program component for health and auxiliary services.

2.5.5 Parent education

A school receiving funds governed by the *Proposed Regulations for Consolidated Categorical Aid Programs in California Schools* shall establish and operate a program component for parent education.

2.5.6 Parent involvement

A school receiving funds governed by the *Proposed Regulations for Consolidated Categorical Aid Programs in California Schools* shall develop specific plans for involving parents, and other citizens, when appropriate, in the planning and operation of the school's program.

2.5.7 Staff development

A school receiving funds governed by the *Proposed Regulations for Consolidated Categorical Aid Programs in California Schools* shall establish and operate a program component for staff development.

2.5.8 Evaluation instrument design or selection

Program evaluation criteria are established to match the program objectives. Instruments to collect evaluation data are designed or selected to provide the most useful information possible for the improvement of program components. Recommendations for the selection of specific evaluation procedures are contained in *A Handbook for the Evaluation of Multifunded Educational Programs.*[5]

2.5.9 Resource utilization plan

The first step in the creation of a resource utilization plan is the identification of available resources. Financial resources are identified by the school district at least by the beginning of the program design phase. The district notifies the school concerning what financial resources are available to the school. Resources available from or through parents and the community are best identified by the school. The School Advisory Committee should be particularly effective here. And in designing program components, the staff should plan to rely on many resources available through the students themselves.

Resource utilization flows directly from the program component design. Any activity—from tutorial assistance in reading to study trips to

[5] *A Handbook for the Evaluation of Multifunded Educational Programs*, Prepared under the direction of Alexander I. Law, Chief, Office of Program Evaluation and Research. Sacramento: California State Department of Education, 1973.

museums to parent training activities—requires resources. The specific assignment of resources to program components is the essence of the resource utilization plan.

With some funding sources, resources are restricted as to what may be purchased. Such restrictions, of course, must be respected in the resource utilization plan. More typically, resources are designated for categories of students, usually the educationally disadvantaged. In these cases the resource utilization plan must show how the categorical resources provide extra services for the categorical students.

Although "commingling" of funds is not allowed, it is possible to use two or more sources to fund specific components if student participation is common. For example, in a school with two sources of funding for educationally disadvantaged youth, funds from each source may be used to pay aides who give extra services to the participating students. Similarly, two or more sources may be used to pay for health services. With such multiple-funded components, prorations against the funding sources are necessary in the resource utilization plan.

2.5.10 Early Childhood Education Program planning

In elementary schools competing for ECE funds, the school must prepare for a restructuring of its kindergarten and grades one through three program to provide diagnostic, individualized instruction. The program design must be comprehensive, covering all activities planned for all children in kindergarten and grades one through three. The resource utilization plan must account for all resources—local, state, and federal—available to the school, including environmental, human, and financial resources.

In contrast with other funding sources governed by the *Proposed Regulations for Consolidated Categorical Aid Programs in California Schools*, Early Childhood Education funds are available on a competitive rather than an entitlement basis. The district master plan states the order in which schools will come into the ECE program. Early in March the Department of Education will notify the district of the maximum a.d.a. increase for which it may compete. (On a statewide basis, approximately 80 percent of the competing schools will be funded.) The district then is able to identify exactly the candidate schools.

At these candidate schools, two plans will be necessary, one using ECE funds and one not using them. The school may, of course, want to plan for a substantially individualized, continuous progress program even without ECE funds. In this case the extra planning work will be related to increased number or depth of certain component activities. If a school feels that it is unable to restructure its kindergarten and grades one through three program without the additional funding, the comprehensive plan including ECE funds will be entirely a proposal. Even if unfunded in 1974-75, however, the planning will improve program quality and thereby increase the likelihood of ECE funding in a subsequent year.

2.5.11 Planning products

Planning products developed in the designing of the program are the following:

(1) A description of the categories of criterion-referenced objectives developed at the school level and a description of the way in which they are cataloged at the school level

(2) A summary of the program components of the school's comprehensive program plan (Each component will be identified, and a paragraph will be written describing each.)

(3) A resource utilization plan, which requires a record of the amounts of each categorical resource (and in the case of ECE schools, all resources) designated for use in each program component (This record shall include the extent to which various subpopulations receive services from the individual categorical resources [allowing for prorations of amounts when student participation is common]. In schools which are competing for ECE funds and are also eligible for other categorical funds, two resource utilization plans are necessary, one with ECE funds and one without.)

2.6 School Management Plan

The school plan is not complete without a management plan. Management of the school's program involves the several functions which ensure implementation of the program design.

2.6.1 Delineation of tasks and assignment of responsibilities

The basis for a management plan is a clear delineation of tasks to be performed. The tasks are first described in relation to the program design, and responsibility for each task is then assigned. As the totality of tasks will cover all facets of the program design, there will be no program remnants when the assignments are completed. The degree of overlapping responsibility is also minimized in this process.

2.6.2 An implementation time line

A means of monitoring progress is essential to sustain the program implementation. Events (milestones, perhaps) that can be verified as the year proceeds are charted in a time line. This line serves as a guide to each responsible party and helps the school principal in ascertaining the program's status. A Gantt chart or similar format for scheduling is useful.

2.6.3 A reviewing procedure

The principal and staff must develop a procedure for reviewing the status of the program and problems encountered as the year unfolds. Elaborate "feedback" systems which organize and analyze considerable data in multiple ways are possible; and a somewhat sophisticated system is appropriate if the principal and staff have the requisite skills. However, a careful comparison of actual progress against the original plan does not depend upon special sophistication. The fundamental ingredient is preparing, in advance, to review deliberately the progress along the time line.

Although some problems can be handled on an ad hoc basis as they arise, the school's reviewing procedure should include ongoing provision for problem solving. "Problems" can be defined to include adjustments in program components which may be required because of changing environmental or staff conditions.

2.6.4 Reporting procedures

The school management plan must include reference to the type and frequency of management reports to be made. These reports include all those sent to district administrators and implementation progress reports sent to parents and other members of the community. Certain other reports are issued as part of the evaluation procedures.

2.6.5 Planning products

Planning products developed in the establishment of a school management plan are the following:

(1) A record of tasks and the assignment of responsibilities for managing the school's program
(2) A time line, which can serve as a guide for each responsible party and as an aid to the school principal in ascertaining the program's status as to implementation
(3) A description of the program review and problem-solving mechanisms to be used by the professional staff as the year progresses
(4) A listing and description of the management reports to be developed at the school level, including all reports to district administrators and implementation progress reports sent to parents and other members of the community

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Addendum to the Instructions for Comprehensive Program Planning

Participation of Nonpublic School Pupils

Programs in Institutional Settings

Cooperative Programs

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles · Superintendent of Public Instruction
Sacramento, 1974

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Addendum to the Instructions for Comprehensive Program Planning

Participation of Nonpublic School Pupils

Two of the programs included in the consolidated application procedure involve the planning for the use of federal funds to provide for services to children in nonpublic schools. These are (1) Title I of the Elementary and Secondary Education Act (ESEA) of 1965; and (2) Phase 1 of Title II of the Elementary and Secondary Education Act of 1965. The major regulations relating to the use of Title I and Title II, Phase 1, funds for children in nonpublic schools are covered in this addendum and should be considered carefully as part of the comprehensive planning process.

ESEA, Title I

Federal law requires that the local educational agency (LEA) shall provide compensatory education services designed to meet the special educational needs of the disadvantaged children residing in the districts and enrolled in *nonprofit* nonpublic schools. Services for such nonpublic school participants shall be comparable, but not necessarily identical, with those for children enrolled in public schools and shall be consistent with the number of educationally disadvantaged children in nonpublic schools and the nature and extent of their educational disadvantage.

Maximum Number of Program Participants

The maximum number of children in nonpublic schools who may be served in a Title I program should be approximately proportional to the number of children enrolled in nonprofit nonpublic schools who live in the eligible areas as compared with the total number of schoolchildren (attending both public and nonpublic schools) who live in each eligible area. (See the section entitled "Selection of Nonpublic School Participants.")

Nonpublic School Involvement in the Planning Process

Immediately after the eligible area is designated, the LEA shall contact the nonpublic school officials and continuously involve them in the identification of needs, the determination of objectives and activities, the establishment of selection criteria for children who will receive the benefits of the program, and the evaluation of the program.

In applying for Title I funds, the school district shall submit evidence that it has provided for the participation of eligible children enrolled in nonpublic schools. This evidence will be indicated by the signatures of the responsible nonpublic school officials.

Instructions for Involving Nonpublic Schools

The following instructions pertain to the involvement of nonpublic schools in Title I programs:

(1) If the school district, with the concurrence of the State Department of Education, determines that it is not feasible to provide the program services to the children attending nonpublic schools at publicly controlled facilities, only services of a therapeutic, health, remedial, or welfare nature not normally provided by the nonpublic school may be rendered on nonpublic school premises. When services are rendered on nonpublic school premises, a description of the services and the budget must be included in the consolidated application (Form A-127).

(2) The arrangements for participation of children from nonpublic schools on public school premises shall be made so as to avoid the separation of children by religious affiliation.

(3) Title I funds shall not be used to pay teachers in nonpublic schools or to construct nonpublic school facilities. Nonpublic school personnel, however, may receive remuneration for participation in Title I activities outside of their regular nonpublic school working hours.

(4) Equipment purchased with Title I funds may be placed in the temporary custody of nonpublic schools only when it is necessary for the successful implementation of the program. Title to and control over such equipment shall be retained by a public agency.

(5) Title I funds may be used to transport educationally disadvantaged children enrolled in non-

public schools to public schools if it is determined that such transportation is necessary for the participation of such children in the program.

(6) Title I funds shall at all times be under the control of and be administered by a public agency. The public agency shall be responsible for ensuring that Title I funds are used for the purpose for which they are granted.

(7) The school district shall certify that the participating nonpublic school(s) has on file with the U.S. Office of Education an Assurance of Compliance (HEW Form 441) in accordance with regulations of the U.S. Department of Health, Education, and Welfare.

(8) The school district may enter into a cooperative agreement with another school district if (a) there are educationally disadvantaged children who reside in one district but attend a nonpublic school located in another district; or (b) there is no practicable way for the district to provide for the participation of the children residing in its district who are enrolled in nonpublic schools.

Under such a cooperative agreement, the school district shall jointly provide educational opportunities geared to the needs of eligible children attending nonpublic schools and living in both school districts.

Criteria for Selecting Nonpublic School Participants

Children attending nonpublic schools and residing in the designated program or contiguous eligible areas will be qualified to receive Title I services on the basis of educational disadvantage, not on the basis of economic disadvantage. Similar educational criteria used to select children in public schools for participation shall be used to select children in nonpublic schools. (See Section 2.4.3 of *Instructions for Comprehensive Program Planning.*)

Selection of Nonpublic School Participants

The following steps should be taken in the comprehensive program planning process to determine the number of nonpublic school pupils to be served with ESEA, Title I, funds:

(1) Determine the total number of pupils of appropriate grade levels (those grade levels served by the nonpublic school) who reside in the attendance areas in which Title I funds are utilized, including those enrolled in both public and nonpublic schools.

(2) Determine for each nonpublic school (or nonpublic school system, such as Catholic parochial schools) the total number of children attending the nonpublic school(s) who live in the attendance areas where Title I funds are to be used.

(3) Divide the total number of nonpublic school pupils, determined by step 2, by the total number of pupils, determined by step 1, to determine the percent of the total who are nonpublic school pupils.

(4) Multiply the Title I grant by the percent of nonpublic school pupils (in step 3 above) and divide the result by 350 to determine the maximum number of nonpublic school pupils to be served.

All nonpublic school pupils to be served will receive comprehensive services based on their educational needs.

List of Selected Title I Participants

School district personnel are required to identify and compile a list of all Title I participants who attend public schools. Nonpublic school personnel shall identify and compile a list of all Title I participants who attend nonpublic schools and shall make the list available to public school personnel assigned to provide Title I services for children enrolled in nonpublic schools. Legitimate costs of identifying eligible area nonpublic school pupils for participation in Title I programs are to be borne by the program and shall be charged against funds available to serve such children. School districts shall not use the list of program participants to group, isolate, or segregate educationally disadvantaged children.

ESEA, Title II, Phase 1

The following federal and state regulations covering the acquisition of school library resources under ESEA, Title II, Phase 1, apply to nonpublic schools:

Federal Regulations

(1) Materials acquired with funds made available by ESEA, Title II, Phase 1, must be made available to teachers and students in nonpublic elementary and secondary schools on an equitable basis by loan. Title to the materials must be retained by the local educational agency.

(2) The level of support for any fiscal year must be maintained so that the funds supplement and in no case supplant such state, local, and nonpublic school funds budgeted for expenditure during the current fiscal year as compared to the prior two fiscal years.

(3) The funds must be made available on the basis of relative need.
(4) The funds for the nonpublic school pupils and teachers must be assigned to a public educational agency, which retains title to the materials acquired.
(5) Participation by children and teachers in *all* nonpublic schools is permitted.

California State Regulations

(1) A statement of intent to participate must be submitted to the State Department of Education at such time as stated on the form sent to the nonpublic school by the Department.
(2) The nonpublic school must submit an application to the local educational agency at such time as the LEA shall determine in order for such agency to meet its required submission date.
(3) Funds made available from ESEA, Title II, Phase 1, may not be used to acquire school library resources which are intended for religious worship or religious instruction.

Programs in Institutional Settings

ESEA, Title I, services are available to California children in institutions administered by the California Youth Authority, the Department of Corrections, the Department of Health, county institutions serving delinquent children, and public and private agencies that serve neglected children and adjudicated adults.

Title I Funds for State Institutions

Because institutions administered by the California Youth Authority, the Department of Health, and the Department of Corrections provide educational services for the total year as opposed to public schools, which provide services between the months of September and June, the institution's Title I per-pupil expenditure may vary between 50 percent and 90 percent of the statewide average expenditure per elementary pupil, depending on the nature of the educational services. However, for 1974-75 the Department will request a waiver of the regulation on minimum and maximum levels of service and instead require a minimum of $350 and a maximum of $600.

Title I Funds for Local Agencies for Neglected or Delinquent Children

Inasmuch as institutions serving the needs of neglected children generally send these children to public schools to receive educational services, the Title I per-pupil expenditure may be less than $350. However, the level of services may not be below $150 per participant.

The Title I per-pupil expenditure for delinquent children who are incarcerated and receive their total educational services in an institutional setting must be at least $350 but may not exceed $550.

Cooperative Programs

Many California districts will participate in cooperative programs to coordinate their resources to provide comprehensive educational programs. Some cooperative programs take place in rural areas of California where compliance with various sections of the consolidated application regulations is not always practicable because of distances between districts, mountainous terrain between school districts, and fewer than 60 project participants per school. Such conditions necessitate the inclusion of special provisions for cooperative programs as contained in this publication. It should be noted, however, that all other provisions contained in the consolidated application regulations must be adhered to in the development of categorically funded programs in a cooperative program.

Special Provisions of Cooperative Programs

School districts with an entitlement under ESEA, Title I, of $25,000 or less or with a composite entitlement of Title I and other categorical funds of $50,000 or less must enter into a cooperative program so that a comprehensive program for educationally disadvantaged children in those districts can be developed and implemented. In counties in which the Title I entitlements for all districts in the county total $25,000 or less, all districts in the county eligible for Title I funds must enter into a countywide cooperative program.

The State Board of Education may grant a waiver to a school district to implement a separate program if it is determined (1) that the school district's participation in a cooperative program would be impossible or impracticable because of distance or geographical isolation; or (2) that the district believes that lack of such a waiver will prevent the orderly implementation of comprehensive educational programs in that district.

A cooperative program is considered to be a single program which is subject to the same regulations for program activities as are single-district programs. Children participating in a cooperative program shall receive comprehensive services. The selection of schools shall be by district in compliance with directions under *Instructions for Com-*

prehensive Program Planning, Section 1.5, "Selection of Schools and Allocation of Categorical Resources."

The administrative agency, with the cooperation of other participating districts, is responsible for the development and implementation of the cooperative program. Each participating district shall submit to the administrative agency the data needed to develop a comprehensive program design, prepare a consolidated application (Form A-127), ensure implementation in accordance with the approved application, and prepare an annual evaluation report. Participating districts may revise and/or amend the program design only with the consent and approval of the administrative agency.

Advisory Groups in Cooperative Programs

In the establishment of the advisory structure for cooperative programs, the entire program area shall be treated as one school district. The administrative agency for the cooperative program shall establish one cooperative advisory committee for the programs. Members on the committee shall represent the areas included in the cooperative program. Cooperating school districts will establish school advisory committees at each program school in accordance with these instructions. These groups shall function as do school advisory committees in single-district programs.

In cooperative programs where school districts are so widely separated geographically that it is deemed impossible to implement the advisory structure described in these instructions, deviations from the provisions as are necessary to bring about a functional advisory structure for the cooperative programs may be made through the waiver provisions in the regulations. The concurrence of the governing boards of all cooperating school districts or their authorized representatives is required. Early Childhood Education schools must have school advisory committees in accordance with *Instructions for Comprehensive Program Planning*, Section 2.1.1, "Membership Requirements for the School Advisory Committee."

Direct Support Charges

Services provided to the cooperative program by the administrative agency shall be shown on the individual participating district's budget under the heading "Direct Support Charges." These services include centralized services such as staff development activities, evaluation activities, and instructional support activities which are contracted for by the participating districts.

Funds for Cooperative Programs

See *Management Information and Requirements for Programs Funded Through the Consolidated Application*, Section 1.0, "Funds for Projects."

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RECOMMENDED ADDENDUM
TO THE
DISTRICT AND SCHOOL ADVISORY COMMITTEE
SECTIONS OF THE
INSTRUCTIONS FOR COMPREHENSIVE PROGRAM PLANNING

District Advisory Committee(s)

In every district operating (or proposing to operate) programs funded through the consolidated application, the district and school advisory committees must comply with all federal and state laws and regulations. In many districts a single district advisory committee with broad representation from parent, teacher and community groups will suffice for the district level requirement.

In other cases, however, the district may need to establish more than one district advisory committee. Alternative structures involving joint committees or co-committees are permitted as long as each is consistent with the applicable laws and regulations.

Each district advisory committee shall be composed of more than a simple majority of parents (not employed by the district) of participating children. In districts with a high concentration of educationally disadvantaged children, the committee (if it is the sole district advisory committee) shall be composed of more than a simple majority of parents of participating educationally disadvantaged children.

When more than one district advisory committee is utilized, the district's consolidated application shall include for each committee an assurance signed by the chairman of the committee that the committee has participated fully in the comprehensive planning process, and that the recommendations of the committee have been brought to the district's governing board.

School Advisory Committees

A school advisory committee is required for each school participating (or proposed for participation) in programs funded through the consolidated application. The school advisory committee shall include broad parent representation from the socioeconomic and ethnic groups in the school attendance area. The school advisory committee shall also include representation from teachers, aides, support personnel, administrators, community service agencies and the community. Parents of participating students (not employed by the district) shall constitute more than a majority of the voting membership. In school with a high concentration of educationally disadvantaged children, parents (not employed by the district) of participating educationally disadvantaged children shall constitute more than a majority of the voting membership.

If the district has established additional committees at a participating school, the school-level plan submitted to the Department or kept on file in the school office must include an assurance signed by the chairman of each additional committee that the committee has participated fully in the planning process and that its recommendations have been brought to the school advisory committee.

Nonpublic/Nonprofit Parent Involvement

When it is determined that children attending a nonpublic/nonprofit school are entitled to participate in a federally funded program, the authority representing such a school should maintain a school advisory committee, and shall be represented on the district advisory committee.

THE EARLY CHILDHOOD EDUCATION PROPOSAL

A Master Plan to Redesign Primary Education in California

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles — Superintendent of Public Instruction
Sacramento 1973

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Revised Information (February 15, 1973)
Senate Bill 1302 (Dymally)

Dr. Riles' proposal for redesigning and revitalizing early childhood education in California was signed into law by Governor Reagan on November 27, 1972. Copies of the bill may be obtained from the Legislative Bill Room, State Capitol Building, Sacramento 95814.

The Early Childhood Education Proposal is the original plan proposed to the State Board of Education in March, 1972. In the final version of the legislation that was passed and signed into law, there were some significant amendments made to this proposal as originally drafted. These are the following:

1. Four-year-olds have been deferred for two years. The plan now includes children in kindergarten through grade three only.
2. For the first year, 12 percent of the children in kindergarten and grades one through three will be included. The figure was originally set at 15 percent. An additional 8 percent will be included the second year.
3. The cost for the first year is $25 million. The original figure was $51 million.
4. For the second year, the total cost is $40 million. It was originally $121 million.
5. Although the funding was originally intended to be on a five-year phase-in basis, the amended bill now requires another appropriation bill after the second year.

Policies for Early Childhood Education was approved by the State Board of Education on January 12, 1973. Copies of the publication are available upon request from the Early Childhood Education Program Office.

Early Childhood Education in California

Superintendent Wilson Riles gave the Task Force on Early Childhood Education the responsibility of developing a comprehensive, integrated master plan for early childhood education, and on November 26, 1971, the task force submitted to the Superintendent a report on its efforts in this area. The basic principles and philosophy of the task force, as expressed in that report, are as follows:

> The past decade has produced a new body of educational, psychological, and medical research documenting the crucial importance of the first eight years of life.[1] And we [the task force] are convinced that these early years are critical in determining the future effectiveness of our citizens and in the long-range prevention of crime, poverty, drug addiction, malnutrition, neurosis, and violence. Even though research is still in progress and conclusions continue to evolve, we believe there is enough evidence to indicate that the following are clearly warranted now:
>
> 1. The people of the state of California must make a long-range commitment of funds to the proposition that the first eight years of life are the most important period in determining the future effectiveness of all our citizens.
> 2. Implicit in this commitment is the recognition of the desirability of providing equal educational opportunities for all children. Certainly every child aged four through eight, regardless of his environmental, emotional and physical needs, should be included in this recognition. Programs must provide for identifying these needs, for ways of meeting them, and for means of assessing and reassessing program effectiveness. Since it is clear that early diagnosis, intervention, and prevention are dependent upon a close liaison among educational, social, and health services, a cooperative, working relationship among persons in these fields is vital.
> 3. School should be a happy place, a stimulating environment in which children can make continuous progress, in which they will want to learn, and in which they can achieve success, both personal and academic. In order to make the early years of learning truly effective, assessment of appropriate and significant developmental levels must be the basis for planning the educational program for each child. If and when needed, corrective social, medical, and psychological facilities must be made accessible to permit the young individual to reach his full potential.
> 4. Because we recognize the importance of parents in the education of their children, we strongly affirm that parent education and involvement must be an integral part of all early childhood education programs. Parents should be included in both the planning and evaluation of individualized instruction for their children.
> 5. There must be encouragement of local autonomy and creativity in program development, with provision for maximum flexibility within broad state guidelines. School districts and other agencies involved in the programs must be allowed freedom to experiment and individualize to meet the needs of the children they serve.
> 6. Accordingly, then, we believe it is essential that California establish at once for primary children a broadly based educational program that includes children at least one year younger than those beginning school now. This proposal will require school districts to restructure and expand existing programs in order to bring about the maximum development of every child aged four through eight. Implicit in this proposal, too, is the recognition that the individual child is the unique recipient of instruction. We therefore believe the present large-group approach to the education of primary children must change significantly in order to make possible the necessary personalized instruction.[2]

Given this mandate from the Task Force on Early Childhood Education, the Department of Education has developed a plan to implement the intent of the task force report. The plan is set forth in two parts.

---

[1] Benjamin S. Bloom. *Stability and Change in Human Characteristics.* New York: John Wiley & Sons, Inc., 1964.

[2] *Report of the Task Force on Early Childhood Education.* Sacramento: California State Department of Education, 1972, pp. 3-4.

Part one of this plan is a narrative description that sets forth the goals, program considerations, and alternatives to be considered by each school district in developing a master plan for early childhood education.

The plan for early childhood education has as its goal the restructuring of primary education for California's public school children. The program for young learners from four through eight years of age does not suggest "more of the same" or "pushing kindergarten downward." It provides for a system of public education that offers "access to success" to all children. This system will be designed to provide all children with the opportunity and the motivation to attain mastery of skills that are basic to their academic and personal achievement in school and in life. It is important to note that the plan stipulates that school attendance of the child will remain optional until age six. However, it is intended that in the near future an approvable program will be offered to all children whose parents wish them to attend public school at age four.

The proposed plan attempts to capture the imagination, talents, motivations, and commitments of communities and their lay and professional representatives in the following ways:

1. By recognizing that the greatest potential for the success of the new primary school program rests with persons within communities and school districts who are earnestly willing to address themselves to the educational needs of young children and who are willing to commit their talents and energy to the development of early childhood education programs appropriate to the specific needs of children in their communities
2. By offering priority funding to districts that have most effectively addressed themselves to local needs
3. By offering an expansion of funding on a planned sequential basis to those districts that have directed their resources and energies to the development, implementation, and demonstration of program excellence based on locally developed program objectives that reflect the characteristics of the communities concerned
4. By providing opportunity to demonstrate that public education is at its best when it is held accountable for meeting the needs of communities and when it is rewarded for success in this area

Part two of the plan is a detailed description of the financial resources to be allocated to the early childhood education programs, a strategy for funding school districts, and legislative proposals to expedite the intent of the plan, as follows:

1. The Department of Education will reorganize the existing application procedures for all appropriate federal and state funds to guarantee that highest priority be given to early childhood education.
2. State Board of Education guidelines will require that all school districts ensure the coordination and concentration of all appropriate federal and local resources to implement the intent of the program being submitted for approval.
3. Highest priority for program approval and funding under State Board of Education guidelines will be granted to those school districts that have demonstrated coordination, concentration, and redirection of all appropriate financial and human resources to implement their programs.
4. Financial resources will provide an opportunity for a new type of public education for all children who attain the age of three years and nine months as of September 1 of the current school year.
5. Financial resources will provide for a comprehensive, articulated and expanded educational opportunity designed to provide each four- through eight-year-old child with "access to success" based upon his unique interests, talents, and capacities.
6. Additional financial resources will be provided to expand programs and provide services to children from low-income families.
7. During the phase-in period, grants will be made only for the benefit of those pupils who are included in programs that are operating in accordance with an approved plan.
8. An evaluation program will be established to monitor and review programs systematically. Local expansion will be authorized only after substantial achievement of initial program objectives has been demonstrated.
9. Legislation will be prepared to stipulate that approval of a district's program design and application under State Board of Education guidelines will constitute a waiver of specific constraints set forth in the Education Code and in the California Administrative Code, Title 5.

PART ONE

Plan for Early Childhood Education

This plan for early childhood education has as its goal the restructuring of primary education for children in California's public schools. It presents a comprehensive view of ways to improve educational opportunities for four-year-olds and to increase the opportunity for kindergarten and primary school children to master the skills basic to successful achievement throughout their lives.

The Importance of Early Childhood Education

During the past decade, much concern has been generated over increasing numbers of children who fail to reach even minimal standards of achievement in school. As a result, a wide variety of programs for young children have been created in the hope that earlier attention to basic learning experiences might improve the immediate achievement and prevent the later failure of these children. This hope was based on ample research evidence showing the critical nature of early learning.

The Problems Involved

There are approximately 350,000 boys and girls in each grade level of California's 958 elementary and unified school districts. For large numbers of children in the existing system, the challenges of mastering the basic skills of reading and arithmetic are overwhelming. Too often for too many the costly pattern of failure of these children is fixed as early as third grade and continues until they become high school dropouts. For example, data gathered through the statewide testing program reveal the following:

1. In nearly one-third of the elementary schools, 75 percent of the boys and girls achieve less than one month's growth in reading for one month's instruction.
2. In one-tenth of the schools, more than one-half of the children are severely retarded in reading by the end of third grade.
3. California's state average ranks markedly below national norms when arithmetic skills are measured at the sixth grade level. Between 1969 and 1970 alone, the state average dropped four percentage points.

In addition, it has been determined that one out of every six high school students in California drops out of school before graduation.

Attempts to solve the problems just mentioned have resulted in many programs that focus on providing education in the child's earlier years. These programs are based on ample research in child development showing the critical nature of early learning. Examples of generalizations from this research are the following:

1. A significantly high degree of a child's total intellectual potential is developed prior to age eight.
2. In the early years even minor improvements in the learning environment make a big difference. Strong foundations provided during the early years are the most promising bases for later growth and achievement.
3. Although improvements have been made through these programs, research and experience have taught that much still needs to be done to increase their impact.

It costs less for California taxpayers to provide quality education for young children than to invest huge sums of money in expensive remedial programs when those children are older.

Many different programs, both public and private, have been developed in California in an attempt to provide desirable educational experiences for children before they come to school. The following information reveals, however, that these programs are not offered to all children equally and that they are operated under such a wide variety of auspices that costly fragmentation of effort is inevitable:

1. The Division of Compensatory Education in the State Department of Education coordinates the state preschool program; ESEA, Title I, preschools; migrant preschools; and children's centers. Other preschool programs, such as Head Start, parent participation nursery schools, and parent cooperatives, are not part of this coordination effort.

2. Compensatory programs serve only 50 percent of the approximately 60,000 economically disadvantaged four-year-olds in this state. These programs serve only 29 percent of the total population of four-year-olds.

3. At present, school is not mandatory until age six in California. Kindergarten is optional in this state, and approximately 15 percent of our five-year-olds do not attend kindergarten.

4. Many positive but uncoordinated attempts have been made to meet the educational needs of five- through eight-year-olds. Examples of these include ungraded primary schools, the use of teacher assistants, innovative instructional materials, and individualized teaching techniques. Federal and state funds have been provided for these supplementary school programs affecting five- through eight-year-old children who are in special categories.

5. ESEA, Title I, and follow-through programs serve roughly 40 percent of the pupils who are eligible on the basis of economic disadvantage. Miller-Unruh programs serve approximately 50 percent of these pupils. Enrollment in other programs offered under migrant education or ESEA, Titles III, VI, or VII, is relatively light.

6. Approximately 76,000 four- through eight-year-old children are in programs for the exceptional. This includes the deaf, hard of hearing, blind, partially seeing, orthopedically handicapped, aphasic, mentally gifted, and educationally handicapped; children in developmental centers for handicapped minors; and children in speech therapy. However, the State Department of Education estimates that there are more than 90,000 additional exceptional children in this age group who should be receiving special services. These children would receive such services as a result of the new primary school plan if it were to be fully implemented.

Recommendations for Coordinating and Strengthening Early Childhood Education

As a result of expert analyses of early childhood programs, some causes of program weakness and some promising practices that should be continued have been identified. The following recommendations incorporate findings for coordinating, strengthening, and extending early childhood education in California:

1. *Assessment of needs.* Needs identification is basic to ensuring that program purposes and objectives are geared to the particular requirements of the learners for whom the program is intended. A program is much more likely to be productive of real gains among young learners if supporting funds are allocated according to the priority needs of the children involved.
2. *Enrollment of children at age four.* After a careful review of information, the Early Childhood Education Task Force recommends that enrollment of four-year-old children in this proposed program be made optional.
3. *Continuity.* The follow-through program has demonstrated that children should be "followed" as they progress through school with a planned effort that builds upon their early educational experience so that original gains are not lost. Results of programs for four- and five-year-olds followed up in this way have been decisive.
4. *Coordination.* Today all the information obtained through research, practice, and evaluation point to the value of coordinating the various early childhood programs into one concentrated effort. Programs funded from federal, state, and local sources and combinations of these sources must be directed toward clear-cut goals.
5. *Individualized diagnostic instruction.* When teachers focus on the instructional needs of the child and employ appropriate programs and materials, the child's achievement is enhanced. When grouping occurs, it must be on the basis of similar needs identified among children. Instruction specifically geared to the identified needs of the learner is of critical importance in ensuring that the appropriate achievement objectives are reached by each child and, furthermore, that children are not working on objectives that they have already reached.

6. *Parent involvement.* Abundant research indicates that children make greater progress in school when parents participate in program planning, work in the classroom as volunteer aides, or acquire skills that enable them to help their children at home.

Development and Implementation of the School District Plan

Each school district will develop a plan for early childhood education that is consistent with state guidelines and yet meets the unique needs of the communities involved. Accordingly, each district will develop a master plan for early childhood education and will submit it for approval to the Department of Education, which will act in accordance with State Board of Education guidelines. The plan must include a carefully designed five-year phase-in period, with no more than 25 percent of the district's schools to be initiated into the program during any one year.

Development of a district early childhood education plan and its implementation is optional during the first five years of this program. However, after that, every district not already involved in the program will be required to submit an approvable district plan for all children four through eight years of age. The district will at that point initiate its five-year phase-in plan. During the phase-in period, only programs that operate in accordance with an approved plan will be eligible for additional funds.

An evaluation program will be established to monitor and review programs systematically. Expansion of program implementation plans will be authorized only after substantial achievement of initial program objectives has been demonstrated.

Nine factors will be considered in approving a district's plan for early childhood education: (1) needs assessment; (2) goals and objectives; (3) individualization of instruction; (4) staff development; (5) parent-community involvement; (6) auxiliary services; (7) evaluation; (8) coordination and continuity of resources; and (9) initiation of program.

School-by-School Needs Assessment

The discrepancy between what currently exists and what is needed must be determined. School administrators must examine their school's curriculum and assessment data regarding the pupils enrolled to determine the school's current educational status. In determining what is needed, school administrators must consider pupils in terms of their culture, language, physical and psychological needs, and past accomplishments in school. The school must also examine the composition of the community it serves – its size, density, economic base, and ethnic and cultural composition – and the wishes of parents.

School administrators should assess the resources of the school and community as they relate to the needs of children. They must identify and consider existing programs for four-year-olds – private preschools, parent participation preschools, parent cooperatives, and public school programs. They must assess the existing program for kindergarten through grade three and stress the need for coordination between that program and programs for younger children. In addition, school administrators should examine all available community resources (volunteers, organizations, and agencies) to determine how such resources might be better coordinated within the newly designed educational program.

Goals and Objectives

The Legislature has encouraged personnel in school districts to develop their own educational goals and objectives. Evaluation of certificated employees has been made mandatory (Education Code Section 13489). These legislative actions have established an environment in which local goals and instructional objectives have been or are being developed.

The instructional objectives in the district plan should specify the pupil performance that is desired both at the termination of the early childhood program and at regular intervals in the course of the program. These objectives should be specifiable and measurable and should be related to assessed needs and learning experiences in the classroom.

As a minimum, districts will establish performance objectives for children that reflect state objectives in reading, language development, and mathematics. In addition, the districts should determine appropriate performance objectives in physical and social sciences, creative arts, career education, health and physical education, and all other areas of the early childhood education curriculum indicated by the local needs assessment.

It is important to note that the child develops his intellectual, social, and physical skills simultaneously but at different rates. Educational objectives should reflect the interaction among these skills. Moreover, methods of motivating pupils to

achieve continuous academic success should be examined.

In accordance with the priorities for teaching the basic skills that have been established by the Superintendent of Public Instruction and the State Board of Education, the following has been prepared as a general frame of reference for the development of local goals and objectives in these areas:

1. *Reading and language development.* The development of language is the foundation upon which all learning takes place. It is the base that allows for communication with others, which is essential in education. A child who fails to acquire linguistic competence will be impaired in both comprehension and performance. The component skills of listening and speaking precede, but should continue to grow with, the development of skills in reading and writing.

   When the child completes the early childhood education program, it is expected that he will be able to perform adequately in the communication skills of listening, speaking, reading, and writing and in the use of language to express abstract thought. Needs assessments and objectives for districts serving bilingual children are expected to reflect the special requirements of such children.

2. *Mathematics.* The solution of mathematical problems depends on the logical organization of information. The beginnings of logical thinking or reasoning ability have their roots in the early childhood years. The early childhood education program should therefore provide many opportunities for children to identify likenesses and differences, classify and categorize concrete objects, find patterns, and state generalizations. These activities are the starting point for the study of mathematics and the development of logical thinking. By the time they complete the early childhood education program, children should have developed competency in basic arithmetic skills and mathematical concepts.

Individualization of Instruction

The local proposal should include a complete description of the instructional plan to be employed in meeting the goals and objectives of the program. The plan should include a description of instructional materials, equipment, instructional methods, staffing patterns, and the learning environment. The creative use of facilities should also be described in the plan.

Each plan must provide for the individualization of instruction and should explain exactly how this will be done. For example, the plan should list the ways in which the instructional staff, in cooperation with the parent and child, will set objectives, diagnose pupil needs, prescribe learning experiences, and assess and modify the program as needed.

Individualized approaches to instruction will demand a new look at teaching and the role of the teacher. No longer simply the conveyer of information, the teacher becomes a planner and manager of all resources and activities within the learning environment. Individualized instruction requires time, space, materials, and, above all, well-trained people. Primary classrooms now have one teacher for approximately 30 children and, in rare cases, a teacher assistant. The plan for the new primary school program should deal with alternative staffing patterns designed to reduce the adult-child ratio and thus better meet the pupils' needs, as documented in the plan.

These patterns will vary from district to district in accordance with the skills of the teaching staff, the current and proposed inservice education program, administrative support, the quantity and quality of human resources available, and the budget.

Staff Development

The local plan should include both a design and adequate resources for a continuing program of inservice education. A staff development program should be designed for teachers, aides, administrators, and auxiliary staff members. This program should include measurable objectives designed to meet the needs of the staff so that the members of the staff, in turn, can meet the goals of the early childhood education program.

Parent-Community Involvement

Each school district should develop a comprehensive program of parent participation and parent education activities related to the requirements of the school and the needs and desires of the parents. Parents, as well as other members of the community, should be involved in the initial planning of the early childhood education program and also in its implementation, evaluation, and modification. Each district should establish a broadly based

parent-community advisory group with clearly defined functions and responsibilities.

The plan should identify ways of involving parents more actively in their children's education. For example, parent education activities might be directed toward training parents as teacher assistants. Parents might also be interested in learning how to use community resources, how to help their children at home, and how to improve the health and nutrition of the family.

In addition to parents, representatives from the community at large may help strengthen the local proposal. These representatives might include senior citizens, junior and senior high school and college students, members of local organizations, and persons from agencies and businesses. Some of the ways in which both men and women, young and old, can assist in the primary school program are as follows:

- Helping with teaching activities
- Tutoring
- Contributing information about various careers
- Assisting in bilingual situations
- Acting as liaisons between the school and community agencies

In developing their plans for early childhood education, districts should incorporate the initiation or expansion of day care in children's centers for children in need of such care. Plans should include extended day care for eligible children four through eight years of age. The educational component of the day care program should be coordinated with the program developed for early childhood education.

Auxiliary Services

The district plan should also deal with the way auxiliary services will be employed, and these services should emphasize prevention rather than remediation. The expanded teaching team, in addition to school administrators and parents, might include a nurse, dental hygienist, nutritionist, counselor, psychologist, social worker, and speech therapist. Auxiliary staff members could be involved in designing health components for use in the curriculum and in diagnosing and prescribing activities to meet the special needs of the pupils. They could also provide training for teachers, administrators, and parents, and, when necessary, they could work directly with children.

Every attempt should be made to utilize available medical, dental, social, and psychological resources in the community. The parent advisory group and community organizations can assist the school in identifying resources and can act as a liaison in ensuring that essential services reach the children.

Evaluation of the Program

The district plan should deal with the roles of the professional staff and the community in the total evaluation process. Acceptable criteria for monitoring the program must also be developed, and regular analyses should be made to determine the degree to which the program is successful in meeting its objectives. Appropriate modifications in strategies should be made in the program when necessary. Assessment, diagnosis, and evaluation should be used to strengthen the program rather than simply to meet the requirements for obtaining funding.

The plan should describe the method for monitoring the local early childhood education effort and outline a system that will maintain the continuous and regular collection of information. In accordance with State Board of Education guidelines, necessary information will be transmitted regularly to appropriate state and federal agencies.

Coordination and Continuity of Resources

The local plan should be well coordinated and should describe methods for employing personnel effectively; involving the community and parents; selecting instructional materials; employing auxiliary services; installing a management support system; installing a staff development program; coordinating all federal, state, and local funds; and identifying all possible resources that might be used to strengthen the early childhood education program.

This plan must ensure close coordination from year to year as the child progresses through the primary program. This emphasis on continuity will maintain the gains made by pupils over a period of time.

Initiation of Program

There are many ways to initiate an early childhood education program or extend one already in existence. For example, a district may begin with the optional enrollment of four-year-olds and then restructure the program each succeeding year for these children as they move through the primary grades. Other districts may restructure their existing programs for five- to eight-year-old pupils, adding the optional enrollment of four-year-olds as

resources become available. Still others may plan for full-scale effort for all their four- to eight-year-old pupils.

The Role of the State Department of Education

The role of the State Department of Education is to provide both leadership and services to school districts. The Department is committed to the following responsibilities to ensure the success of locally developed early childhood education programs:

1. *Helping identify the goals and objectives of education.* The state Legislature in recent sessions has made it abundantly clear that the credentialed staffs of school districts are to develop educational goals and objectives for their schools. The Department of Education is charged with working cooperatively with intermediate agencies and school districts to identify sequences of skills and broad performance objectives and to disseminate information on outstanding examples of local goals and objectives.
2. *Organizing internally to achieve statewide goals.* The Department of Education is undergoing a functional reorganization so that its personnel will be able to concentrate on priority areas. One of these priority areas, established by the State Board of Education and the Superintendent of Public Instruction, is early childhood education.
3. *Providing leadership and technical assistance.* The Department will continue to provide technical assistance and direction to districts in many fields. Because of successful reorganization, the Department will be able to provide assistance in early childhood education with respect to planning for modification and effective use of physical facilities; program planning and development; increasing the effectiveness and the efficiency of management services; strengthening local evaluation efforts; and fulfilling application and reporting requirements.
4. *Training for managers.* In a program in which the following are assumed, it is imperative to train and retrain school administrators to become highly effective school program managers who can manage the total learning-teaching environment:
   a. Meeting the needs of the learner constitutes the underlying rationale.
   b. Evaluation criteria come from the school itself rather than from outside sources.
   c. The school district governing board concerned and the community to be served by a school are influential in establishing the goals of that school.
   d. Those who are responsible for carrying out the educational program are primary participants in the evaluation process.
   e. Necessary changes in the educational program are preceded by systematic evaluation.
   f. The evaluation program is an ongoing process.

   Within such an environment the teacher can select appropriate alternatives to ensure that the pupils are enabled to achieve appropriate goals and objectives within the early childhood education program.
5. *Coordinating statewide efforts.* The Department occupies the strategic role of coordinator of federal, state, and local programs, including providing leadership to intermediate units as they fulfill their supportive role in relation to school districts. The Department's work in the realm of early childhood education will include identifying potential funding sources and assisting school districts in securing funds from these sources.
6. *Sponsoring changes in legislation and administrative regulations.* An effective statewide program of early childhood education will require both legislative action and changes in State Board of Education regulations. The Department will coordinate the efforts that will be necessary to bring about the desired changes.
7. *Developing guidelines and application and evaluation procedures.* Guidelines will be developed by the State Department of Education in cooperation with school district and community representatives. While these guidelines will stress accountability, they will be broad enough to encourage [illegible]ity and flexibility within the district plan.

   Application procedures for districts will be developed simultaneously with the guidelines. The Department will approve plans on the basis of the specific elements described under "Development and Implementation of the School District Plan."

   Evaluation and reporting requirements will parallel the objectives and program components specified on the application. Evaluation

reports will record a district's progress toward implementing its program and reaching its own stated objectives.

8. *Conducting statewide evaluation.* The State Department of Education will develop a statewide evaluation design that will be based on data collected from school districts. These data will provide information to decision makers at local, intermediate, state, and federal levels. The evaluation will determine the success with which early childhood education programs are being implemented and how well they are meeting state and local objectives.
9. *Serving as an information center for school districts.* The State Department of Education is charged with collecting, analyzing, and disseminating information on successful early childhood education programs and program elements in California and elsewhere. This information can provide alternative procedural models to meet the diverse program goals and objectives within the state. The use of demonstration programs will be encouraged.

   Descriptions of successful models will include but will not be limited to information on coordination, continuous progress of pupils, parent and community involvement, provision for auxiliary services, staffing patterns and staff development, administration, and allocation of resources.
10. *Expanding provisions for day care.* California's day care program (children's centers) will expand as a part of the early childhood education effort and will be developed concurrently with the expanded primary school for children four through eight years of age.

Functions of Other Agencies

In addition to the State Department of Education, several other agencies have responsibilities in the area of early childhood education: the intermediate unit, teacher preparation institutions, the Commission for Teacher Preparation and Licensing, and the California community colleges.

The Intermediate Unit

The role of the intermediate unit is essentially coordination – a role designed to increase the effectiveness of the relationship of school districts to the statewide effort. As resources permit, the intermediate unit will be encouraged to provide professional assistance to both districts and the State Department of Education.

Teacher Preparation Institutions

The expanded early childhood education program described here will require careful selection of teacher candidates, with the emphasis on demonstrated effectiveness with young children. It will also require that university and college departments of education and psychology adapt their course content to include more emphasis on how human beings develop and learn and on how the teacher can facilitate the learning process.

The teacher must be trained to diagnose instructional problems in reading, language, and mathematics and prescribe appropriate activities for each child. Intensive study by teacher candidates of curriculum materials and teaching strategies will be necessary if this goal is to be accomplished.

Preparation of teachers and other staff members must also include study and experience in other areas that are related to instruction. This should include such fields as adult education, parent and family life, and sociology of the community and of other cultures.

Because continuing research in education requires constant updating of methods and approaches to instruction, teacher candidates should be aware of the importance of future inservice education. Too often the beginning teacher believes his preparation is finished when he obtains his credential; in reality, it has only begun.

The Commission for Teacher Preparation and Licensing

The Commission for Teacher Preparation and Licensing will be issuing two new credentials appropriate for teachers of early childhood education in addition to credentials already authorized. One will be the Multiple Subject Instruction credential; the other will be the Specialist Instruction for Early Childhood Education credential. In the future, if beginning teachers of young children are to assist California in reaching its goals in early childhood education, preparation for their credentials must involve the elements that have been discussed in this proposal.

Community Colleges

The efforts of California's community colleges to provide courses for the instruction of teacher aides should be continued and augmented. In order to provide such persons opportunities for advancement, continued efforts should be made to ensure the transferability to four-year colleges and universities of units earned in lower division courses that apply to the early childhood field.

PART TWO

Financial Resources and Legislative Proposals for the Early Childhood Education Program in California

It is the intent of the State Department of Education to help establish an effective early childhood education program in California's public school system that provides for the following:

1. Opportunities to experience a new type of public education for all children who have attained the age of three years and nine months as of September 1 of the current school year
2. Comprehensive, articulated, and expanded educational opportunities for all children four through eight years old – opportunities designed to provide each child with "access to success" based upon his unique interests, talents, and capacities
3. Optional enrollment in the program for children who have not reached five years, nine months of age as of September 1 of the current school year
4. Additional financial resources to expand programs and provide services to children from low-income families

The program established to carry out the Department's intent will be funded from early childhood education grant funds provided by the state of California. State Board of Education guidelines will set forth criteria for initial, continued, and expanded funding requirements. In order to receive funds, the applying district must submit a comprehensive plan that includes the elements of the early childhood education program proposed by the State Department of Education. The district's plan must provide for the education of children four through eight years of age, and the plan must emphasize individualized instruction and provide for the continuous progress of children.

An evaluation plan will be established to monitor and review local programs systematically, and expansion of local programs will be authorized only after the substantial achievement of initial program objectives.

Estimated Enrollment and Costs of the Early Childhood Education Program

The estimated attendance of early primary children in the early childhood education program has been calculated at 75 percent of the potential attendance. The other figures in Table 1 have been secured from projected attendance data. The estimated costs of the early childhood education program, which are presented in Table 3, are based on the attendance data from Table 1 and the level of support per unit of average daily attendance identified in Table 2. However, no assumptions have been made regarding inflationary costs. Special education pupils have been included in all early primary computations for the proposed new early childhood education grant but have been excluded in calculating the new grants for kindergarten and grades one through three inasmuch as these children are eligible for special education allowances otherwise authorized.

When the early childhood education program is fully operational and funded, the annual expenditures for the new supplemental grants are estimated at $352,921,915. The annual estimated appropriations needed to phase in the program over a five-year period are presented in Table 4.

The additional state support needed for transporting early primary children enrolled in the early childhood education program has been estimated at $5,798,829. The amounts needed each year for transporting these children to school during the five-year phase-in period are shown in Table 5.

The supplemental funds to be requested from the state for children from low-income families are greater than the amounts now provided through basic state aid for children in kindergarten and grades one through three. Districts do not presently receive funding for pupils aged three years, nine months, through four years, eight months. However, school districts do receive $365 for each unit of average daily attendance in kindergarten

Table 1

Projected Attendance in the Early Childhood Education Program in California, 1972-73 Through 1976-77

Level	Estimated a.d.a., by type of pupil			
	Nondisadvantaged	Disadvantaged	Special education	All pupils
Early primary[a]	121,850	121,850	—[b]	243,700
Kindergarten	157,903	157,902	3,290	319,095
First grade	169,757	169,756	3,290	342,803
Second grade	172,613	172,612	7,677	352,902
Third grade	173,227	173,227	7,677	354,131
Totals	795,350	795,347	21,934	1,612,631

[a]The figures for this level have been calculated at 75 percent of the potential a.d.a.

[b]Potential special education pupils have been included in the attendance figures for "nondisadvantaged" and "disadvantaged" early primary pupils.

Table 2

Proposed Financial Support for the California Early Childhood Education Program, Per Unit of Average Daily Attendance

Level	Current foundation support		Proposed new grant		Total	
	Nondisadvantaged	Disadvantaged	Nondisadvantaged	Disadvantaged	Nondisadvantaged	Disadvantaged
Early primary	$ 0	$ 0	$500	$600	$500	$600
Kindergarten	370	370	130	195	500	565
Primary (grades one – three)	400	400	130	195	530	595

Table 3

Estimated Cost for a Fully Funded Early Childhood Education Program, Utilizing Existing Foundation Support and Proposed New Grants

Type of pupil	Current foundation support, by level[a]			
	Early primary	Kindergarten	Primary (grades one – three)	All levels
Nondisadvantaged	0	$59,032,760	$209,967,600	$269,000,360
Disadvantaged	0	59,032,390	209,966,400	268,998,790
Total				$537,999,150
	Proposed new grant, by level[b]			
Nondisadvantaged	$60,925,000	$20,527,390	$ 67,027,610	$148,480,000
Disadvantaged	73,110,000	30,790,890	100,541,025	204,441,915
Total				$352,921,915

[a]These figures include foundation support for special education pupils.

[b]These figures do not include grants for special education pupils.

Table 4

Annual Appropriation of the Proposed New Grant for the Early Childhood Education Program over a Five-Year Phase-in Period

Fiscal year	Annual appropriation		Cumulative total
	Amount	Percent of five-year total	
1972-73	$52,938,287	15	$ 52,938,287
1973-74	70,584,383	20	123,522,670
1974-75	70,584,383	20	194,107,053
1975-76	70,584,383	20	264,691,436
1976-77	88,230,479	25	352,921,915

Table 5

Estimated Transportation Costs over a Five-Year Phase-in Period for the Early Primary Children Enrolled in the Early Childhood Education Program

Fiscal year	Transportation costs		Cumulative Total
	Amount	Percent of five-year total	
1972-73	$ 869,824	15	$ 869,824
1973-74	1,159,766	20	2,029,590
1974-75	1,159,766	20	3,189,356
1975-76	1,159,766	20	4,349,122
1976-77	1,449,707	25	5,798,829

classes and $395 for each unit of a.d.a. in grades one through three.

Hopefully, the supplemental dollars allocated in the basic program for disadvantaged children can be matched by federal dollars to provide a supplemental program for such children. (For each state dollar, three dollars of federal money can be generated.)

The supplemental amounts will be used to supplement, not supplant, the regular school program. The monies will be used to provide additional services to certified eligible children. The proposed amounts are larger at the early primary level since screening and preventive services are needed most for the youngest children and, if furnished during the early years, would not be needed to the same extent when these children are older.

The supplemental funds will be used to purchase two types of service:

1. Public social services that are justifiable on an individual child need and entitlement basis and that are not currently available to children in public schools
2. Additional instructional services and program components designed to meet the individual needs of children – services not usually offered in the public schools

Parent Participation in the Program

Program guidelines will provide that any district presenting a comprehensive early childhood education program shall include in its proposal a plan for parent education and participation. Such a plan might include provision for parent counseling, parent advisory committees, and formalized parent education. Priority will be given to districts whose proposals reflect the components and resources of the parent participation model.

The parent participation program can be extended to include not only parents of four-year-olds, but those of children in kindergarten through grade three as well. The funding for parent attendance in the parent education component of the early childhood education program could continue to be based on the formula presently being used in the funding of adult education classes.

Some school districts charge a fee for parent education classes. Most parents now attending such classes are able to pay this fee. However, fees for parents of children certified as "eligible" by county welfare departments could be included in the purchase of public social services provided under Title IV-A of the Social Security Act. Children may be certified as eligible if their parents are current, former, or potential recipients of aid to families with dependent children (AFDC).

Extended Day Care and the Early Childhood Program

California's children's center program now provides care for 26,000 children, two through fourteen years of age. Of these children, 4,240 are four-year-olds. This comprehensive program of preschool and extended day care is currently supported by $11,128,000 in state funds. The program is also supported by parent fees and district contributions. Under an interagency agreement between the State Department of Education and the State Department of Social Welfare, state funds allocated for children's center programs can be

matched three-to-one by federal funds if these funds are used for the benefit of children certified as eligible (children of current, former, or potential AFDC recipients).

It is intended that the early childhood education program utilize the established children's centers, day care centers, and other day care or instructional programs offered for children under six to provide them services not available in the regular instructional program. It is further proposed that all school districts developing a comprehensive and coordinated plan for primary programs for children aged four through eight shall initiate or augment a children's center program. Children's centers may provide housing for the primary educational program for four-year-olds and may also be utilized to provide extended day care, including appropriate educational activities, for the entire age range of children who need care while their parents are employed, in school, or in training. Federal reimbursement will be claimed for all present AFDC recipients and former and potential AFDC recipients certified by the State Department of Social Welfare. Parents will pay fees based on the existing schedule.

Administration of the Early Childhood Education Program by the State Department of Education

Early childhood education will become a major program of the Department of Education. This is in keeping with the Department's efforts to focus its resources on the improvement of early childhood education as a major educational goal.

The early childhood education program will have a program manager, four other professional staff members, and six clerical persons. Many of the required professional services will be contracted from existing organizational units. This will amount to 11.2 man-years. During the period of heaviest workload involving plan approvals, services will be contracted from individuals outside the Department.

Regional Service Area Teams

To facilitate cooperation with intermediate units and school districts, this program will include three regional service area teams, each staffed with two professionals and one clerical person. These teams will be stationed in Sacramento and will arrange for sending consultants to the field as required. The services of these consultants may be contracted from any part of the Department that has a working relationship with the early childhood education program.

Staffing Needs

In the first year of operation, the program will be staffed according to the phasing-in requirements of the program. The staffing will consist of 31.2 man-years. Subsequent adjustments can easily be made by changing man-years of support contracted from both existing organizational units and outside sources. Manpower to be purchased from the outside will be used to assist in the approval of early childhood education plans submitted by school districts. However, the Department anticipates a minimal requirement for outside consultant services during the first year of the program.

The Department's plan for early childhood education involves a phasing-in period of five years, with 15 percent of the workload to be handled the first year, 20 percent during each of the next three years, and 25 percent during the fifth year. Adjustments will need to be made in staff requirements as the workload increases.

Administrative Costs

Administrative costs for the first year of the early childhood program are estimated at $593,800. The major portion of this will come from a reallocation of present funding, with little new funding to be required during the initial stages.

Other Legislative Provisions

Existing legal provisions affect the establishment and operation of an early childhood education program in California that embraces children aged four through eight. At present, the statutes and State Board of Education regulations to be modified are found in the following sections of the Education Code and the California Administrative Code, Title 5:

1. *Textbooks.* Education Code sections 9301.5, 9307, 9318, 9403, and 9453
2. *Supervision, instruction of children.* Education Code sections 6482, 11251, and 12050
3. *Class size (pupil-teacher ratio).* Education Code sections 17507, 17507.3, 17507.7, and 17507.95
4. *Minimum age for school entry and attendance requirements.* Education Code sections 1205, 5251, 5302, 10501, 10551, 12351, 12401, 12405, and 12454

5. *Length of school day, daily sessions.* Education Code sections 11001, 11003, 11005, and 11301; California Administrative Code, Title 5, Section 11
6. *Minimum school year.* Education Code Section 17551
7. *Required instruction, course of study.* Education Code sections 5571, 5766, 5799, 6063, 6070, 8054, 8502, 8503, 8551, 8572.5, and 11400; California Administrative Code, Title 5, Section 11370
8. *Teachers.* Education Code sections 5778, 5779, 5780, 5787, 5788, 5790, 5792, 5793, 5798, 5799.2, 5799.45, 13503, and 13503.1
9. *Establishing kindergarten classes.* Education Code sections 5252, 5257, and 5258
10. *Other considerations* Education code sections 6458, 6460, 6499, 6802.2, 6807, 10803, 10810, 16601, 16644, 16806, 17656, 18060, and 32001

Required Legislative Action

Legislation has been proposed by the State Department of Education to authorize public school districts of all types to establish, operate, and receive appropriate state funding for early childhood education programs whose youngest participants are children who have reached the age of three years and nine months. Approval of early childhood education programs by the Superintendent of Public Instruction will be required under guidelines to be adopted by the State Board of Education. Legislation will be developed to stipulate that approval of a district's program design and application under State Board of Education Guidelines will constitute a waiver of the constraints in specified sections of the Education Code and the California Administrative Code, Title 5.

A complete analysis of both the Education Code and the California Administrative Code, Title 5, will be made to identify all sections in those codes that in any way affect early childhood program proposals. Recommendations will then be proposed to make the necessary deletions or changes in the codes.

Coordination of Federal Program Applications and Resources

During the 1971-72 school year, a pilot field test of a newly designed consolidated application form for categorical aid funds was conducted by the State Department of Education. Refinement of the application procedure and further coordination of funding dates will be accomplished by the Department of Education at the completion of the initial field test period. It is planned that the consolidated application form will also be used for proposed early childhood education programs.

State guidelines will require each school district to identify all resources and describe how they will be coordinated and concentrated to implement the program being submitted for approval. Priority funding will be granted to those school districts that have adequately coordinated, concentrated, and redirected all potential resources to implement their programs.

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Policies for Early Childhood Education

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Approved by the
STATE BOARD OF EDUCATION
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Foreword

The Policies for Early Childhood Education were adopted by the State Board of Education on January 12, 1973. These policies will authorize implementation of the early childhood legislation, Senate Bill 1302, and serve as the Board's rules and regulations for program approval and implementation.

All school districts and each school planning to develop early childhood education proposals for implementation in fiscal year 1973-74 should review the *Report of the Task Force on Early Childhood Education,* the *Early Childhood Education Proposal: A Master Plan to Redesign Primary Education in California,* and these *Policies for Early Childhood Education.*

It is with great pleasure that we join you in the exciting opportunity to restructure and revitalize our kindergarten-primary education programs. The expectations statewide are very high. They can never be reached with "just more of the same." I believe this is an opportunity which we have long been seeking, the opportunity to illustrate that educators, in partnership with parents, can create a much more effective learning environment for young children.

Wilson Riles

Superintendent of Public Instruction

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Development of the Early Childhood Education Master Plan

District Level Planning

Authority: Education Code Section 6445.4. A master plan for early childhood education shall include a comprehensive statement setting forth the district's educational program for early childhood education on a school-by-school basis.

Policy: The local governing board shall provide for the establishment of a district advisory committee with advisory responsibilities to the local governing board. The committee shall include broad representation of the local community, including parents of primary age children and economic and ethnic groups represented in the district population, as well as teachers, administrators, aides, support personnel, community service agencies, and the business community. Parents not employed by the district must compose a simple majority of the advisory committee, selected by an equitable representative process.

If an advisory committee or council which substantially meets the requirements stated above is already functioning (such as for ESEA Title I or preschool), this existing advisory body may serve for early childhood education.

The district advisory committee shall be responsible for a minimum of four specific tasks. These are to advise the district governing board regarding: (1) establishment of a time line for development of the district master plan; (2) districtwide needs assessment on a school-by-school basis; (3) establishment of district program goals and objectives; and (4) recommendations as to which schools to include in each phase.

If a district has completed a districtwide process within the past three school years or has initiated, as of January 1, 1973, a process to accomplish (2) and (3) above, an ad hoc committee of parents and staff representing all schools and/or regions of schools within the district shall be established to advise the district governing board regarding: (1) establishment of a time line for development of the district master plan; and (2) recommendations as to which schools to include in each phase.

The ad hoc committee must substantially meet the requirements of the district advisory committee.

School districts with 901 units of average daily attendance (a.d.a.) or less may request an exemption from the advisory committee requirements. Such exemptions must be justified on unique circumstances, such as geographic isolation, which would prevent the district from establishing and operating an early childhood education program.

Based on the justification statements set forth by the district and the recommendations of the Department of Education, the State Board of Education may grant the requested exemption.

Individual School Level Planning

Authority: Education Code Section 6445.4. . . . No plan shall be approved by the State Board of Education unless it determines that the plan was developed with the active cooperation of parents, community, and teachers in all stages of planning, approval, and implementation of the plan.

Policy: In addition to the district advisory committee, there shall also be a local advisory committee for each school participating in the early childhood education program. This committee shall include broad representation of the parent population served by the school, including socioeconomic and ethnic groups represented in the school attendance area, as well as representation from teachers, aides, support personnel, administrators, and the community. Parents not employed by the local school must compose a simple majority of the advisory committee, selected by an equitable representative process. Parents of primary age children must be represented on the committee.

If there is an existing local school committee, it may be utilized, provided the committee substantially meets the requirements stated above.

The local school advisory committee is responsible for advising the principal and staff in developing a detailed master plan for the individual school and submitting the plan to the governing board for its consideration for inclusion in the district master plan.

The local school advisory committee is also responsible to assure that technical evaluation

advice has been sought during the program planning process to determine whether the evaluation process and instrument will adequately reflect the achievement of the program objectives.

Each district applying for early childhood education funds under Education Code Section 6445 shall include *assurance* statements from the district governing board and the superintendent that each school plan was developed with the appropriate involvement of parents, community, teachers, and administrators.

Any violation of Education Code Section 6445 discovered through an evaluation or audit process shall be considered grounds for denial of expansion of funds for the next planned phase of implementation within said district.

Optional Waiver of Education Code Provisions

Authority: Education Code Section 6445.20. The governing board of the school district, in its application for approval of a master plan, may request waiver of the provisions of any section or sections of this code if such waiver is necessary to establish and operate an early childhood education program. The need for waiver shall be explained and justified in the application. The Superintendent of Public Instruction, with approval of the State Board of Education, may grant, in whole, or in part, any such request when, in the opinion of the Superintendent of Public Instruction, failure to grant such request would hinder the implementation and maintenance of the district's program.

Policy: The governing board may request a waiver of any section of the Education Code necessary to establish and operate the program. The application must explain and justify the need for any waiver, pointing out how not granting the waiver would impede progress toward achieving the goals of the program. Criteria for approval of such requests will be based on the extent to which the waiver would permit the district to operate a more flexible, diverse, and creative primary program.

Joint Planning for Early Childhood Education

Authority: Education Code Section 6445.3. The governing boards of any school districts maintaining any such class or grade may, with the approval of the Department of Education, develop and submit for approval a joint master plan for early childhood education.

Policy: If districts seek to develop joint plans, they shall obtain prior approval from the Superintendent of Public Instruction and the State Board of Education.

County superintendents of schools are encouraged to work with small districts in a cooperative effort to provide joint planning and management of a master plan for early childhood education. Two or more districts or counties may form a consortium for this purpose.

In the case of such joint planning, the overall advisory committee should be representative of each district involved, on a countywide or intercounty basis. There should be at least one parent representative from each district.

Master Plan Components

Authority: Education Code Section 6445.4. . . . The State Board of Education shall establish standards and criteria to be used in the evaluation of plans submitted by school districts. Such standards and criteria for review and approval of plans by the State Board of Education shall include, but need not be limited to provision for:

(a) Assessment of educational needs.
(b) A program of restructuring of kindergarten through third grade.

. . . . . .

(d) Defined and measurable program objectives.
(e) A local program designed to systematically phase into the program all the schools of the district in no more than five years.
(f) Coordination of all district resources with the objectives of the local plan.
(g) Program of evaluation of pupils' health needs.
(h) Emphasis on an individualized diagnostic approach to instruction.
(i) Direct parental involvement in the classroom program and program evaluation.
(j) Programs for comprehensive parent education.
(k) Staff development and inservice training.

. . . . . .

(m) Evaluation of the program by the governing board of the school district with the assistance of the administrators, teachers, and parents.

Policy: District master plans must meet the standards and criteria listed in Education Code Section 6445.4 and described in the paragraphs which follow.

Needs Assessment

Authority: See Education Code Section 6445.4(a) and (g).

Policy: The first step in conducting a needs assessment is to establish a clear record of existing conditions. A survey of the local school population must be conducted to include, but not be limited to, consideration of the following:

- Survey of child population, kindergarten through grade three (K-3), including numbers of pupils and families represented; ethnicity; native language, with particular emphasis upon the needs of bilingual-bicultural children; family economic level; mobility; exceptional characteristics; background of experience; previous school performance of pupils; and degree of pupils' educational need, as evidenced by state achievement tests
- Degree to which present programs emphasize an individualized, diagnostic approach for each child
- Existing program of staff development and training
- Present amount of parent and community involvement in programs and evaluation
- Health and social service provided to pupils
- Existence or availability of parent education
- Survey of all categorical resources available to meet the educational needs of the K-3 population
- Survey of child population being served from infancy to kindergarten from categorical funds; i.e., Migrant Day Care/Preschool, State Preschool, Head Start, Children's Centers, Extended Day Care
- Survey and analysis of all available district resources to be utilized, including, but not limited to, finance, personnel, and public and private agencies serving preschool, child care-preschool, and K-3 children
- Extent of any other existing physical, financial, and human resources available for utilization in the early childhood education program

The second step in conducting an adequate needs assessment is to establish a clear statement of desired conditions through goal statements. The difference between what exists and what is stated as desirable in a goals statement becomes the

objective for improving existing conditions. In selecting a method of needs assessment, goal setting, and an evaluation design, the district must include direct involvement of parents, teachers, and the community.

Program Goals and Objectives

Authority: Education Code Section 6445.4. . . . The State Board of Education shall establish standards and criteria to be used in the evaluation of plans submitted by school districts. Such standards and criteria for review and approval of plans by the State Board of Education shall include, but need not be limited to provision for:

. . . . . .

(d) Defined and measurable program objectives.

Policy for District Program Goals and Objectives: Any school district submitting an early childhood education proposal must provide evidence that the district has established goals and objectives which are relevant and applicable to the early childhood education program.

Policy for Local School Program Goals and Objectives: Program objectives must include clear reference to pupil performance in reading, language, and mathematics; staff development; parent education; and parent participation in (1) program planning; (2) program implementation; and (3) program evaluation and modification.

In order to assure a balance of learning opportunities for primary children, program objectives must also include desired outcomes in other curricular areas. Program objectives shall be stated in language that is concrete, unambiguous, and capable of measurement or observation.

Plan for a Systematic Phase-in of District Schools

Authority: Education Code Section 6445.1. . . . The system will be based on the development of local school-by-school master plans for early childhood education developed and submitted by local school districts which shall include a phase-in program based on an increase in the number of schools in the state participating each year until maximum participation is achieved.

Education Code Section 6445.4.

. . . . . .

(e) A local program designed to systematically phase into the program all the schools of the district in no more than five years.

Policy: Districts will designate which school or schools will be included in phase one, 1973-74, which in phase two, 1974-75, and so on until all of the schools serving K-3 children in the district are included in the early childhood education program by the school year 1978-79.

Districts will develop criteria for the systematic inclusion of their schools. Half of the schools to be included in any one year must be from the schools serving pupils of greatest educational need as defined in the last paragraph under the heading "Funding."

Comprehensive Restructuring

Authority: Education Code Section 6445. For the purposes of this chapter, "early childhood education programs" are defined as all educational programs . . . under a local school-by-school comprehensive master plan approved by the State Board of Education which is designed to assure:

(a) A comprehensive restructuring of primary education in California kindergarten through third grade to more fully meet the unique needs, talents, interests, and abilities of each child.

Education Code Section 6445.1. . . . assurance that each child will have an individualized program to permit the development of his maximum potential.

Policy: Each early childhood education proposal must show how its plan of school or classroom organization to individualize instruction will facilitate meeting the objective that every child's needs, talents, interests, and abilities will be accommodated. The plan allows for the development of alternatives of organization to enable local schools to meet the needs and requirements of the children and parents they serve.

Individualized, Diagnostic Instruction

Authority: Education Code Section 6445.4.

. . . . . .

(h) Emphasis on an individualized diagnostic approach to instruction.

Education Code Section 6445.1. . . . The objectives of this plan will include assurance that each child will have an individualized program to permit the development of his maximum potential and that all pupils who

have completed the third grade of the state's educational system will have achieved a level of competence in the basic skills of reading, language, and mathematics sufficient to continued success in their educational experiences.

Education Code Section 6445. . . . "early childhood education programs" . . . under a local school-by-school comprehensive master plan approved by the State Board of Education which is designed to assure:

. . . . . .

(d) The pupils participating will develop an increased competency in the skills necessary to the successful achievement in later school subjects such as reading, language, and mathematics.

Policy: Programs must focus on an instructional endeavor which aims to give all children, by the end of the third grade, sufficient command of the basic skills in reading, language, and mathematics so they can succeed in their future schooling and in life. The basic instructional components, therefore, are readiness for and instruction in (1) reading and language development; and (2) mathematics. Instructional components shall also include other subject areas such as social studies, science, health, physical education, music, and art as a means of desirable language development in order to provide a comprehensive learning environment for primary children and to ensure balance in the curriculum. The emphasis upon readiness experiences and subsequent teaching of language, reading, and mathematics does not preclude offering a desirable total curriculum appropriate to the age and maturity of the children to be served by this program.

By utilizing aides, volunteers, and parents to assist in the classroom under the direction of the teacher, the district shall achieve a staffing pattern in which the adult/pupil ratio is approximately one adult to each ten children.

When the early childhood education program includes children whose first language is not English, there should be staff members who speak the language of these pupils. In such cases, districts shall seek to employ bilingual teachers and/or bilingual aides to meet the needs of non-English-speaking children and to incorporate bilingual, multicultural, and English components into the instructional process.

The instructional program shall be based on continuous assessment of pupils' needs and strengths and prescription chosen from a variety of curriculum possibilities. Each pupil must be enabled to move through the instructional program at a rate that matches his ability. The instructional program must be flexible enough to meet needs associated with social, cultural, language, and other differences. Assignment to a group must be based on specific diagnosed instructional needs rather than general characteristics such as age or intelligence.

Staff Development and Inservice Training

Authority: Education Code Section 6445.4.

. . . . . .

(k) Staff development and inservice training.

Policy: The staff development or inservice training program must emphasize training or retraining K-3 instructional staff to operate effectively with the restructured K-3 program. The school plan shall reflect an awareness of the necessity for staff to understand and meet adequately the needs of all children, especially those of a racial and/or ethnic background which is different from that of the staff. Inservice training must be offered to all classified and certificated staff members, administrative and support personnel, parents, and volunteers.

Parent Participation

Authority: Education Code Section 6445.4.

. . . . . .

(i) Direct parental involvement in the classroom program and program evaluation.

. . . . . .

(m) Evaluation of the program by the governing board of the school district with the assistance of the administrators, teachers, and parents.

Education Code Section 6445.01. As used in this chapter, "parent participation" means the parents taking an active part in the initial planning of early childhood education programs and the implementation, evaluation, and modification of the programs.

Parent participation shall be included in a manner which:

(a) Involves parents in the formal education of their children directly in the classroom and through the decision-making process of the California public school system.

(b) Maximizes the opportunity for teachers and parents to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous permanent process.

(c) Recognizes that the continuity between the early childhood education program and the home is essential.

Education Code Section 6445. . . . "early childhood education programs" . . . designed to assure:

. . . . . .

(c) The cooperation and participation of parents in the educational program to the end that the total community is involved in the development of the program.

Policy: Parents shall be included in the assessment of needs, in setting program goals and objectives, and in ongoing instructional and evaluational activities.

Each school plan shall include a minimum of one specific objective directly related to parent involvement in each of the following areas: (1) planning; (2) implementation and ongoing program; and (3) evaluation and modification.

Parent Education

Authority: Education Code Section 6445.4.

. . . . . .

(j) Programs for comprehensive parent education.

Policy: Districts will offer or arrange a parent education program designed to increase the effectiveness of parents and to enable parents to become an integral part of the education of their children. Resources may include adult education, community colleges, state colleges and universities, and the University of California, including extension courses.

Districts must establish effective channels of communication to inform and encourage parents and other eligible adults of the parent education offerings and benefits, including multilingual communication when needed to reach the non-English speaking.

Health Needs

Authority: Education Code Section 6445.4.

. . . . . .

(g) Program of evaluation of pupils' health needs.

Policy: Provision shall be made to meet all health screening requirements established by law and the California Administrative Code, Title 5, regulations. Arrangements for the provision of these health services will be made with parents and from other resources. Particular attention will be given to those problems that have special relevance to school performance. The plan must include a survey of resources and facilities available for assessing such health needs and treatment facilities. The school plan for referral must show how all available community resources will be used for the delivery of these services.

Exception: Parents who adhere to a religious faith practicing health by prayer or other spiritual means may be exempted from this requirement if they provide a signed statement which indicates their acceptance of full responsibility for the child's health.

Coordination of District Resources

Authority: Education Code Section 6445.4.

. . . . . .

(f) Coordination of all district resources with the objectives of the local plan.

Education Code 6445. . . . "early childhood education programs" . . . designed to assure:

. . . . . .

(e) Maximum use is made of existing state and federal funds in the implementation of coordinated early childhood education programs.

Education Code 6445.14. In computing allowances authorized pursuant to Section 6445.12, the Superintendent of Public Instruction shall reduce such allowances by the amount per pupil apportioned pursuant to Article 5 (commencing with Section 5789) of Division 6.

Policy: A district's plan must indicate all of its existing programs and funding sources for children under school age; i.e., state preschool or parent participation preschool under adult education, child care, and so forth, and show how these programs are coordinated and articulated with the restructured K-3. Further, the plan will indicate all categorical aid funds utilized for the district's K-3 children and show how these have been incorporated into the total comprehensive plan for restructuring.

Since Miller-Unruh reading specialist program funds are state categorical funds serving the same

age-span population and allocated to accomplish some of the same purposes as the early childhood education legislation, each school applying for program approval under early childhood education legislation shall not exceed the maximum allocation available under early childhood education legislation (Senate Bill 1302 or Senate Bill 90).

Each district must identify the schools to be phased in annually. Of those schools identified to be in phase one to which Miller-Unruh reading specialist funds were approved for fiscal year 1972-73, the allocation of said funds applicable to that school in the district shall be considered as part of the available allocation for early childhood education in that school.

The school district may exercise one of the following options:

- Apply for both Miller-Unruh and early childhood education funds, with the early childhood education funds constituting the balance of the allocation allowable to the school under Education Code sections 6445.12 and 6445.13. This option must meet the requirements of all applicable Education Code sections.
- Apply for Miller-Unruh reading specialist program funds and comply with all appropriate Education Code sections.
- Apply for early childhood education program funds and comply with all appropriate Education Code sections.

Approval, Funding, and Fiscal Management

Criteria for Approval

District plans which meet the following criteria will be considered for funding. Plans must:

- Indicate that parents and the community have been actively involved in developing the plan submitted and assure their continued involvement in the subsequent implementation, evaluation, and modification
- Utilize and maximize existing categorical aid funds available to serve K-3 children and children in day care, preschool, and extended day care and have carefully developed plans for articulation both for the children covered and for their parents
- Provide for mobilizing and utilizing all available school and community resources to assure the delivery of the necessary health, social work, and nutrition services
- Indicate a creative, carefully designed approach to strengthening or restructuring the existing K-3 program based on a careful needs assessment
- Contain a specific evaluation plan for teachers, parents, and pupils based on the local goals developed
- Reflect an awareness of the necessity for staff to adequately understand and meet the needs of all children, especially those of a racial and/or ethnic background which is different from that of the staff

In addition to the above, consideration will be given to applications from districts as follows:

- Any district of 10,000 or more a.d.a. applying for approximately 12 percent of its K-3 population
- A one-school district applying for all of its K-3 population if the group numbers 500 or fewer
- A four-school district applying for 25 percent of its K-3 population

Funding

Authority: Education Code Section 6445.12. From the funds appropriated therefor by the Legislature for the purposes of this chapter, the Superintendent of Public Instruction shall allow school districts with approved master plans for the education of children pursuant to such plans:

. . . . . .

(b) One hundred thirty dollars ($130) per pupil in average daily attendance in each kindergarten class.

(c) One hundred thirty dollars ($130) per pupil in average daily attendance in grades 1 to 3, inclusive.

Education Code Section 6445.13. In addition to the allowances provided for in Section 6445.12, the Superintendent of Public Instruction shall provide grants for pupils determined by him to have demonstrated educational need, in accordance with Section 6445.6 as follows:

. . . . . .

(b) Sixty-five dollars ($65) per pupil in average daily attendance in each kindergarten class.

(c) Sixty-five dollars ($65) per pupil in average daily attendance in grades 1 to 3, inclusive.

Education Code Section 6445.14. In computing allowances authorized pursuant to Section 6445.12, the Superintendent of Public Instruction shall reduce such allowances by the amount per pupil apportioned pursuant to Article 5 (commencing with Section 5789) of Division 6.

Education Code Section 6445.17. Allowances shall not be granted under this chapter to a district unless the fiscal effort of the district with respect to early childhood education for any fiscal year of participation under this chapter was not less than the fiscal effort for that purpose for the fiscal year preceding the district's participation under this chapter.

Education Code Section 6445.18. Allowances shall not be granted to a district unless the fiscal effort of that district with respect to each child participating in the early childhood education program for any fiscal year of

participation under this chapter is no less than the fiscal effort of the district per elementary child not participating in the early childhood education program. The Department of Education shall annually review individual district expenditures to assure the comparability of local support based on rules and regulations adopted by the State Board of Education which take into account growth in district enrollment and increases in district costs.

Policy: District expenditures for the early childhood education program must be comparable to the expenditures of the regular program for kindergarten through third grade in the district not participating in the early childhood education program, and fiscal reporting must give evidence that the program is comparable in costs and expenditures to other early childhood education expenditures within the district.

Authority: Education Code Section 6445.6. In apportioning allowances in accordance with Section 6445.5 for early childhood education, the Department of Education shall give highest priority to (1) those districts which have the largest number of pupils determined to have educational need, and (2) those districts with the lowest measure of assessed valuation per pupil and making the most significant property tax effort.

The State Board of Education shall adopt regulations setting forth criteria for the determination of educational need which shall be based on low levels of pupil achievement and such factors as low levels of family income.

Policy: "Greatest educational need" shall be defined as including those pupils in the lowest quartile in reading and mathematics according to state achievement tests, or those who qualify under the terms of Senate Bill 90, Section 6499.232 of the Education Code, relative to "potential impact of bilingual-bicultural pupils," "index of family poverty," and "index of pupil transiency," as stated therei

Priorities for Allowances

Authority: Education Code Section 6445.13. In addition to the allowances provided for in Section 6445.12, the Superintendent of Public Instruction shall provide grants for pupils determined by him to have demonstrated educational need, . . .

Education Code Section 6445.6. . . . the Department of Education shall give highest priority to (1) those districts which have the largest number of pupils determined to have educational need, and (2) those districts with the lowest measure of assessed valuation per pupil and making the most significant property tax effort.

Policy: At least one-half of the funds provided in the initial phase and each succeeding phase within any school district shall be used for schools with the largest number of children who have great educational need.

When determining priority for funding among districts, the two priority items should not receive a rating of more than 10 points each on a rating scale of 100 points. Therefore, all districts are eligible and are urged to apply.

The plans must include data on the district's current assessed valuation per average daily attendance and its current average property tax rate. Available information will be reviewed as to such matters as current assessed valuation per average daily attendance or property tax for residences and nonresidential property.

Authority: Education Code Section 6445.8. The State Board of Education may further provide that, upon its determination that a district has not met the objectives of its approved plan, allowances shall not be increased in accordance with the phase-in schedule of the district's approved plan. The board shall provide for an annual review of the success of each local district in meeting the objectives of its approved plan for early childhood education. The board shall adopt rules and regulations governing the termination of allowances to districts which are unsuccessful in meeting the objectives of their approved plan.

Policy: Districts will qualify for expansion of programs in the second year only if they have achieved the objectives established by the master plan and approved by the State Board of Education for the initial phase.

Authority: Education Code Section 6445.10(a). Each district receiving allowances pursuant to Section 6445.12 or Section 6445.13, or both, or implementing a master plan for early childhood education approved by the State Board of Education pursuant to Section 6445.4 shall submit to the Depart-

ment of Education a report of its early childhood education program. Such a report shall be submitted in a form and manner and at such times, but not less than annually, as prescribed by the State Board of Education.

Education Code Section 6445.16. The Department of Education shall continuously monitor and review to assure that all funds appropriated to school districts under this chapter are expended for the purposes intended.

Policy: Programs must give assurance that maximum use is being made of existing state and federal funds in coordinating and implementing the planned program. All funds must be expended for the purposes intended.

Evidence of sound fiscal management includes accountability for coordination of funds and distribution of expenditures.

Authority: Education Code Section 6445.10(a). Each district receiving allowances pursuant to Section 6445.12 or Section 6445.13, or both, or implementing a master plan for early childhood education approved by the State Board of Education pursuant to Section 6445.4, shall submit to the Department of Education a report of its early childhood education program. Such report shall be submitted in a form and manner and at such times, but not less than annually, as prescribed by the State Board of Education. The report shall include, but not be limited to, factors relating to:

(1) Fiscal expenditures.

(2) Degree and success of program implementation.

(3) Quantitative estimate of pupil progress.

(b) The Department of Education shall derive a composite score for each school which shall be obtained from each of the three factors listed in paragraphs (1), (2), and (3), of subdivision (a). In determining such score, the Department of Education shall, for the first year of participation by the school, assign a weight of 20 percent for factor (1), 70 percent for factor (2), 10 percent for factor (3). For the second year of participation by the school, the factors shall be assigned a weight of 10 percent for factor (1), 50 percent for factor (2), 40 percent for factor (3). For the third and each subsequent year of participation, only factors (2) and (3) shall be considered and shall receive equal weighting.

Policy: The district must report at least annually to the State Department of Education. The district report must include factors related to: (1) fiscal expenditures; (2) quality, degree, and success of program implementation; and (3) quantitative estimates of pupil progress for each participating school. The proposed plan must include provision for collecting and reporting the required data, school by school.

The Superintendent of Public Instruction shall provide forms for the collection of such data.

Authority: Education Code Section 6445.21. A school district in its application for approval of a master plan for early childhood education may include how children's center services, as provided for in Section 16603, are to be coordinated with the program.

Education Code Section 16602.5. A school district in its application for approval of a master plan for early childhood education pursuant to Chapter 6.1 (commencing with Section 6445) of Division 6 shall include children's centers' services as provided for in this chapter.

Policy: Although funding for children under kindergarten age is not included, districts are expected to include any existing programs in their planning, as well as plans for initiating such programs as parent education, parent participation preschool under adult education, and/or Children's Center programs. The existing or the planned programs for four-year-olds should be a part of the districts' coordinated and articulated plan for early childhood education.

Program Evaluation

Authority: Education Code Section 6445.4. . . . The State Board of Education shall establish standards and criteria to be used in the evaluation of plans submitted by school districts.

. . . . . .

(m) Evaluation of the program by the governing board of the school district with the assistance of the administrators, teachers, and parents.

Policy: Each district shall, in cooperation with the local advisory committee, establish a comprehensive evaluation system consonant with and yielding information which is appropriate for the determination of pupil progress as stated in the statutes. As a part of this systematic program review, data shall be collected which shall give indication as to the degree of program implementation and fiscal expenditure.

The data collected under the direction of the local governing board shall be reported, at least annually, to the Superintendent of Public Instruction in a form and manner to be prescribed.

There is to be built into the evaluation process a mechanism by which reports can be made to the governing board of the district or to other agencies, parent groups, and other concerned parties at a time other than on an annual reporting basis.

Evaluation must be a continuous process, yielding information about both the product of the program as well as information which can be used periodically to update or modify the program.

The evaluation designed and the instruments to be used must be approved at the time of the project application. The standardized instruments should permit the state to collect information of a common nature. The measuring instruments, both standardized and locally developed, shall reflect the stated objectives of the program.

Such areas of measurement include:

- Reading and mathematics readiness skills for kindergarten children
- Competence in primary reading, language, and mathematics
- General cognitive skills
- Affective development
- Psychomotor development
- Pupil health
- Staff development
- Parent participation
- Parent education
- Program fiscal management

Summary reports of the evaluation should be presented to parents in language most appropriate for their understanding.

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SPECIAL ELEMENTARY SCHOOL INSTRUCTION READING PROGRAM
(MILLER-UNRUH BASIC READING ACT OF 1965)

In 1965, the California Legislature passed legislation to authorize a program "directed to the prevention and correction of reading disabilities at the earliest possible time in the educational career of the pupils."

The original legislation provided funds for a portion of the salary of the teacher holding a Specialist Teacher in Reading Certificate, an incentive bonus payment to the special teacher, a stipend to the district for elementary school librarians, and scholarship grants for teachers specializing in elementary reading instruction. The funds which provided incentive payments, stipends for librarians, and scholarships have recently been redirected (by AB 612) for FY73 and FY74. These funds now provide for State Department of Education administration, inservice for Specialist Teachers and aides, and a special allocation to districts to pay the salary of instructional aides for Specialist Teacher in Reading in schools which have high concentrations of students whose primary language is other than English. The Miller-Unruh funds are allocated to pay a portion of the salary of the Specialist Teacher in Reading. The allocation for Special Reading Aides is a separate allocation.

There are presently 1,664 Specialist Teachers in Reading located in 268 districts funded under the Miller-Unruh Basic Reading Act. They provide special reading instruction to students in grades 1 through 3, and in kindergarten in districts which have passed a special board resolution. The specialists serve as a resource to provide assistance, demonstration lessons and staff development for reading to the school staff. There are 246 aides servicing Specialist Teachers in Reading in 47 of these school districts.

Since there have not been adequate funds to fully fund the existing positions or to expand the program to new schools or districts, the funds are allocated to maintain the present program. Districts currently funded for Specialist Teachers in Reading with Miller-Unruh Basic Reading Act funds will be eligible to apply for the same number of positions for FY75. If the Miller-Unruh positions are in a school which also receives Early Childhood Education funds, the district is eligible to accept only the maximum amount allowable from one funding source and is given the following options:

A. To accept the total amount from ECE and not to accept Miller-Unruh funds.
B. To accept the total amount of Miller-Unruh and not apply for ECE funds.
C. To accept Miller-Unruh funds and reduce the ECE grant by the amount of these funds.

The district should make every effort to provide for coordination of the services of the Miller-Unruh Specialist Teacher in Reading with all other district, state, and federal resources in the reading component.

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CHAPTER 6.10. EDUCATIONALLY DISADVANTAGED YOUTH PROGRAMS

6499.230. It is the intent of the Legislature to provide quality educational opportunities for all children in the California public schools. The Legislature recognizes that because of differences in family income, differing language barriers, and pupil transiency, differing levels of financial aid are necessary to provide quality education for all students.

6499.231. From the funds appropriated by the Legislature for the purposes of this chapter, the Superintendent of Public Instruction, with the approval of the State Board of Education, shall administer this chapter and make apportionments to school districts to meet the total approved expense of the school districts incurred in establishing education programs for pupils who qualify economically and educationally in preschool, kindergarten, or any of grades 1 through 12, inclusive. Nothing in this chapter shall in any way preclude the use of federal funds for educationally disadvantaged youth. Districts which receive funds pursuant to this chapter shall not reduce existing district resources which have been utilized for programs to meet the needs of low-income students.

6499.232. Maximum apportionments allowable to school districts shall be determined by the following factors:

(a) An index of "potential impact of bilingual-bicultural pupils" determined by dividing the percent of pupils in the district with Spanish and Oriental surnames, and Indian pupils, as determined by the annual ethnic survey conducted by the Department of Education, by the statewide average percentage of such pupils for unified, elementary, or secondary districts, as appropriate.

(b) A ratio of the district's "index of family poverty," defined as the district's Elementary and Secondary Education Act, Title I entitlement, divided by its average daily attendance in grades 1 through 12, or any thereof maintained, divided in turn by the state average index of family poverty for unified, elementary, or secondary districts, as appropriate.

(c) A ratio of the district's "index of pupil transiency," as computed from the relationship between the district's average daily attendance,

and its total annual enrollment, divided by the state average index of pupil transiency for unified, elementary, or secondary districts, as appropriate.

The district's total maximum apportionment under this chapter shall be determined by computing the product of (1) one-third the sum of the above three factors, except that if the resulting figure is higher than 2, the resulting figure shall be deemed to be 2, and if the resulting figure is lower than 1 no entitlement shall be computed for such a district, (2) the number of pupils receiving aid for dependent children support, and (3) a constant amount of three hundred dollars ($300), or such amount as the Superintendent of Public Instruction may determine so that the sum of all allocations will not exceed the funds appropriated by the Legislature for the purposes of this chapter.

6499.234. In approving programs under this chapter, the State Board of Education shall give due consideration to the effectiveness of the program and shall not continue in operation any program that, upon evaluation, has been shown to be of low effectiveness and which has only limited possibility of improved effectiveness.

For the fiscal year 1973–1974 and for each year thereafter, districts which demonstrate a high degree of program effectiveness shall receive amounts up to their entitlement limits. Districts which demonstrate low levels of program effectiveness shall continue to receive their initial apportionments but the Superintendent of Public Instruction may reduce the additional computed apportionments due such districts, if he determines that such programs have limited possibilities of improved achievement.

6499.235. The Superintendent of Public Instruction shall apportion the funds available for programs in accord with procedures specified in this chapter and policies which may be adopted by the State Board of Education. Funds shall be allocated to each district within its entitlement based upon a plan submitted by the district to the Superintendent of Public Instruction and approved by the State Board of Education. The plan shall include (1) an explicit statement of what the district seeks to accomplish, (2) a description of the program and activities designed to achieve these purposes, and (3) a planned program of annual evaluation, including a statement of the criteria to be used to measure the effectiveness of the program.

6499.236. The State Board of Education shall adopt regulations setting forth the standards and criteria to be used in the administration, monitoring, evaluation, and dissemination of programs submitted for consideration. An amount not to exceed [illegible] percent of the total appropriation for the purposes of this chapter shall be retained by the Department of Education for these purposes. Funds appropriated for the purposes of this chapter not allocated as previously specified shall be allocated by the State Board of Education to promote the intent of this chapter to provide education programs to as many eligible pupils as possible and to stimulate the development, implementation, and evaluation of innovative programs.

6499.237. The Superintendent of Public Instruction shall submit annually to the Governor and to each house of the Legislature a report evaluating the programs established pursuant to this chapter, together with his recommendations concerning whether the same should be continued in operation.

6499.238. In approving projects under the "educational needs factor formula," as described above, the Superintendent of Public Instruction, with the concurrence of the Director of Finance, may, upon the request of the applicant district, designate a portion of the district's entitlement which may be expended for noninstructional costs, including, but not limited to, costs for vandalism, security, and insurance. In no event, shall the amount of funds in the aggregate designated for such purposes for all districts in the state exceed two million dollars ($2,000,000).

Miller-Unruh Reading Program Guidelines

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles – Superintendent of Public Instruction
Sacramento 1972

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Miller-Unruh Reading Program Guidelines

Prepared for the

Bureau of Elementary and Secondary Education
California State Department of Education

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PREFACE

During the past several decades, nationwide efforts have been made to develop reading programs geared to helping children who have not experienced success in reading. In 1969, this effort was reinforced by the former U.S. Commissioner of Education James Allen's proclamation of the Right to Read.

California recognizes that the ability to read is a vital skill needed by all school-age children. The Miller-Unruh Basic Reading Act of 1965 and its amendments were designed to help primary grade children find success in reading. Success or failure in the schools and the attendant carryover into later life make it imperative that all pupils experience success in developing reading skills.

The Miller-Unruh Basic Reading Act, which expresses the commitment of the California Legislature to help children in the primary grades learn to read successfully, focuses on (1) the enhancement of the self-image of each child; (2) the assessment of specific facets of child growth and development as they may affect "beginning" reading; (3) the diagnosis of anticipated or actual reading disabilities; (4) the prevention of potential reading difficulties and the early correction of actual reading difficulties; and (5) the development of positive attitudes toward reading.

Specifically, the Act provides school districts with the opportunity to obtain specialist teachers of reading for grades one, two, and three. Also, the program may be provided in kindergarten if the governing board of a school district, by resolution, acts to make the program so applicable. However, the units of average daily attendance in kindergarten shall in no manner be utilized in the computation of the basic quota of specialist reading teachers.

The Act encourages program continuity in the primary grades, development of instructional materials, extensive use of library facilities, inservice education for classroom teachers of reading, the maintenance of reading/learning centers, and assistance in the continuing evaluation of reading programs. Under the Act, program development is centered on the reading problems of individual students. However, program development should not be considered as distinct or separate from the total school basic reading program; it should be an integral part of it. A team approach forms the nucleus of this program – participation by the pupil, the parent, the regular classroom teacher, the specialist teacher of reading, the principal, and other staff specialists.

Questions related to the Miller-Unruh Reading Program may be directed to the persons in the following offices of the State Department of Education, 721 Capitol Mall, Sacramento:

- Bureau of Elementary and Secondary Education – Robert (Kelly) Acosta (Ph. 916-445-8150)
- Bureau of School Apportionments and Reports – Jacque Ross (Ph. 916-445-4766)
- Office of Program Evaluation – Dale Carlson (Ph. 916-445-0650)

In addition to those in the offices cited, Marjorie Brodt of the Commission for Teacher Preparation and Licensing answers questions regarding the specialist teacher examination (Ph. 916-445-0283).

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MITCHELL L. VOYDAT
Chief, Bureau of Elementary and Secondary Education

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The State Department of Education staff responsible for the direction of the Miller-Unruh Reading Program is grateful to the many administrators, curriculum supervisors, and members of the executive board of the Reading Specialists of California for their invaluable assistance in the revision of these guidelines in accordance with the Miller-Unruh Basic Reading Act of 1965. This publication reflects the experience and the efforts of these professionals, who are seeking solutions for children experiencing reading difficulties.

Also to be commended for assistance is the Alternative Solutions Committee. The members of the committee and their positions at the time this publication was written are as follows:

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Provisions of the Miller-Unruh Basic Reading Act

On July 14, 1965, Governor Edmund Brown signed into law the Miller-Unruh Basic Reading Act, which was authored by the late Senator George Miller and the former Speaker of the Assembly, Jesse Unruh. The Act provided for special elementary school reading instruction programs, and the Act became part of the Education Code (Division 6, Chapter 5.8, beginning with Section 5770). To put the Act into operation, the State Board of Education adopted rules and regulations prepared by the State Department of Education (California Administrative Code, Title 5, Division 11, Chapter 2, beginning with Section 11200, and Division 2, Chapter 4, beginning with Section 1020).

Intent and Purpose of the Act

The intent and purpose of this law, in the words of the Act, are "... the prevention of reading disabilities and the correction of reading disabilities at the earliest possible time in the educational career of the pupil." And further, "... that the reading program in the public schools be of high quality." The Act was designed to help pupils in the primary grades achieve success in reading; it also provides funds for salary payments of reading specialists, for scholarships to develop teaching skills, and for salary payments for employing professional librarians (see page 4 for program goals and guidelines).

The intent and purpose of the Act of 1965 have remained constant. However, in legislative sessions that followed, modifications of certain provisions have been made. Major modifications have been concerned with (1) method of state funding; (2) eligibility for application and participation in the program; (3) the system of priorities for distributing funds; (4) methods of reporting state test results; and (5) inservice responsibilities of specialist teachers.

The legislative changes made in the Act through 1971 have been incorporated in this publication.

Relation of Required Testing to Programs Under the Act

School districts in California are required to administer uniform state-adopted reading tests in grades one, two, and three whether or not the districts participate in programs established under the provisions of the Miller-Unruh Basic Reading Act (Education Code Section 5779). In school districts employing specialist teachers in reading, the reading tests are to be administered by the specialist teacher, who shall examine the tests given and grade and analyze the test results with respect to each pupil (Education Code Section 5787).

The purposes for administering the reading tests and reporting the results to the State Department of Education are the following:

1. To determine the relative need of schools and school districts to improve their reading programs
2. To help establish each school district's quota of Miller-Unruh specialist teachers in reading (Education Code Section 5778)
3. To assess the effectiveness of the Miller-Unruh Reading Program at the end of grade three
4. To provide the Legislature and the public with a point of view regarding the effectiveness of the teaching and learning of reading

Education Code Section 5782 provides for increasing the quota of specialist reading teachers for districts with low pupil scores. The following statement, extracted from one part of the Miller-Unruh Basic Reading Act of 1965 (Education Code Section 5771), very clearly defines legislative intent: "It is also the intent of the Legislature that provisions of this Chapter shall be administered to provide funds and services first to those school districts where need for reading instruction is greatest and financial ability of the district to provide it is least."

Annual public reporting of the results of testing under the Miller-Unruh Basic Reading Act are required by state law (Education Code Section 12848). The reading tests that districts are required to administer pursuant to the Act are intended primarily to provide information to the state. Individual districts and schools are encouraged to implement local assessment programs to serve their particular curriculum and instructional needs.

The tests to be used are distributed to the school districts by the State Department of Education

through the county superintendent of schools in each county. A manual of instructions, which provides information regarding the reporting requirements and pupils to be tested, is distributed with the testing material through the Office of Program Evaluation, Department of Education. Sections of the manual may be reproduced locally, as needed, to provide teachers with specific information; the title of the manual is *Testing Program for Miller-Unruh Basic Reading Act.*

Funding for Programs Under the Act

In the plan for funding, as the law is now written, the state supplies funding for each specialist teacher to the amount of the state average elementary teacher's salary during the previous school year. In addition, a $250 bonus is given to each specialist. Such sum is paid by the school district in a lump sum payment to the specialist teacher no later than June 30 of the fiscal year. The warrant for this amount should clearly identify the purpose for which the payment is being made (Education Code Section 5788).

A district applying for funds under the Miller-Unruh Basic Reading Act may request funds to be used for librarian salaries. If a certificated librarian is employed full-time in a school or schools of a district in which one or more specialist teachers are employed, the salary allotment shall be $500 per specialist teacher toward the salary of the librarian(s). The allotment shall not exceed the total cost of the salaries of librarians (Education Code Section 5798).

School districts requesting funds for librarians should keep the following in mind:

1. Funds have been made available to provide library services to pupils and specialist teachers in the Miller-Unruh Program.
2. A librarian can give the most effective service if assigned to only one school.
3. If the preceding goal is not financially possible, the librarian whose salary is partially funded through the Miller-Unruh Program should serve in no more than two schools, with a maximum of five Miller-Unruh specialist reading teachers in the two schools.
4. In small districts with only three schools, the librarian could serve in all three schools, provided there are no more than five specialist teachers in the three schools.

The Miller-Unruh Basic Reading Act also makes provisions for scholarship allocations of $250 to any regularly credentialed teacher in grades one, two, or three (see information on scholarships elsewhere in this publication).

Applications for programs under this Act must be made each year by July 1. A system of priorities for funding has been established for determining the districts or schools that will have first claim on available funds. The first priority is determined by participation during the preceding fiscal year. The second priority is determined by relative need of the applying school for specialist teachers, as measured by the percent of pupils in grades two and three that failed to progress at least one year for each year in school.

In the first priority for funding are those districts that participated in the program during the preceding year and whose program applications are approved for the current year. In the second priority are all districts applying to expand programs or begin new ones.

Participation in the Program

All schools districts maintaining grades one, two, and three are eligible to apply for participation in the program. (Priorities for funding are described in the preceding paragraphs under the heading, "Funding for Programs Under the Act.") The program is voluntary for those districts that maintain grades one, two, and three. And a proposal may be submitted for an individual school.

For all schools that participate in the program, the law provides that one specialist teacher of reading may be employed *for each 125* units of average daily attendance (a.d.a.) in those grades. The results of the achievement tests may determine whether more specialists may be hired.

The original Act requires participation to the full quota of specialist teachers with respect to those schools in the district in which the program is established. If a school district is unable to participate fully on a school or district basis, the governing board of the district may request approval of the Superintendent of Public Instruction for participation in the program on a reduced basis.

Approval may be granted by the Superintendent of Public Instruction if he determines that (1) "in districts having more than one school, all reasonable efforts are made to concentrate available teachers in the school or schools of the district where the need for the program is the greatest so that such schools may benefit from full participation in the program so far as possible"; and (2) "for the 1967-68 school year and thereafter, the applicant district or school employs at least 30

percent of the basic quota of certificated employees to be appointed specialist teachers as computed under the provisions of sections 5781 and 5782" (Education Code Section 5771.1).

Districts that wish to participate in the program must do the following (Education Code Section 5782; California Administrative Code, Title 5, sections 11230 and 11231):

1. Compute a basic quota of certificated employees to be appointed reading specialists, as specified by Education Code Section 5781.
2. Identify teachers who have high potential for success as specialist teachers of reading, as evidenced by observed performance as primary teachers in the district, and notify them of the examination procedure.
3. Nominate qualified certificated employees for positions of specialist teachers following their successful passage of the examination or of meeting alternative requirements of Education Code Section 5775 or sections 5778.3 and 5778.5.
4. Plan a reading program that meets standards of course content and criteria, as adopted by the State Board of Education in the rules and regulations established for the Act (California Administrative Code, Title 5, Section 11220).
5. Obtain approval of the program and the application from the school district governing board.
6. Submit an application each year on Department of Education forms J-10 or J-10R in duplicate to the office of the county superintendent of schools (see the appendix for samples of the forms).

Education Code Section 5792.5 states that "the Superintendent of Public Instruction shall by rule and regulation establish a procedure for each district provided an allowance pursuant to this article to report, on or before April 1 of each year, the program actually maintained. If the Superintendent of Public Instruction finds that the school district failed to conduct the program . . . previously approved, the allowances shall be adjusted accordingly."

Actual Apportionment

The actual apportionment is based on the information submitted by school districts or offices of county superintendents of schools on the J-10-B form to the Bureau of School Apportionments and Reports in November of each year. Final certification must be made on a J-10-A form, which must be submitted by the school districts or offices of county superintendents of schools to the Bureau of School Apportionments and Reports immediately after the termination of the school year. Adjustments in the apportionment are then made for any differences between the amounts listed on the J-10-B and the J-10-A forms (see samples of the forms in the appendix.)

Because it is the intent of the Legislature that funds and services should go first to those schools with the greatest needs and the least ability to provide for them, the law provides that approved applications will be placed on a priority list (see "Funding for Programs Under the Act" discussed previously in this publication).

Applications for Miller-Unruh Reading Programs

A description of the proposed program under the Miller-Unruh Basic Reading Act, together with the computation of the quota of certificated employees to be appointed as specialist teachers and approval from the school district governing board, must be submitted by the district in duplicate to the county superintendent of schools on application forms J-10 and J-10-R (see samples in the appendix). These forms may be obtained from the offices of the county superintendents of schools. To receive funds, school districts may file their applications by May 1, and no later than July 1.

It is the responsibility of a person designated in each office of a county superintendent of schools to review the application for completeness and accuracy. When he finds it complete, the county superintendent signs each part and forwards the original copy of the application to the State Department of Education, Bureau of School Apportionments and Reports (California Administrative Code, Title 5, Education, Section 11230).

Procedures Following Approval of Programs

The State Department of Education submits to the school districts or offices of county superintendents of schools implementing the intent of the Miller-Unruh Program, shortly after September 1, the entitlement approval of numbers of specialist teachers and numbers of specialist teachers served by librarians, with an estimated amount of the apportionment. Following this a J-10-B form, which is a preliminary certification, is sent by the Bureau of School Apportionments and Reports to the school districts or the county superintendents. This form must be returned to the Bureau of School Apportionments and Reports by November 1.

Renewal of Application

Form J-10-R (see appendix) presents the criteria used by the Superintendent of Public Instruction in reviewing and approving the specialist teacher program proposed by a school district (see California Administrative Code, Title 5, Education, Section 11221, and Education Code Section 5789).

Goals and Guidelines for Reading Programs

The goals and guidelines set down here include those for the basic state reading program and the Miller-Unruh Basic Reading Program.

Goals for Basic State Reading Program

The goals for the basic state reading program are the following:

1. Each student will participate in a balanced and sequential program for the development of reading skills that can be utilized as tools for learning.
2. Each student will learn to transfer reading skills to content areas.
3. Each student will develop interest in reading for pleasure and information.
4. Each student will develop positive attitudes toward reading.
5. Each student will develop greater appreciation of himself and others through his reading experience.

Goals for Miller-Unruh Basic Reading Program

The goals for the Miller-Unruh Basic Reading Program are the following:

1. To encourage, develop, and maintain a strong reading program to prevent reading problems in the primary grades
2. To upgrade the total reading program in the school
3. To correct reading problems as they develop
4. To communicate with teachers, administrators, parents, and the community regarding the evaluation of reading progress in the primary grades

Guidelines for Both Reading Programs

To a large degree, pupils will profit from the Miller-Unruh Basic Reading Act according to the kind of basic and supplementary reading programs planned and the criteria utilized in school districts for standardizing procedures used in the selection of pupils to participate in the programs.

The State Board of Education has adopted for all pupils minimum standards of course content for a balanced reading program designed to develop reading skills and to prevent reading disabilities. These standards are listed in the California Administrative Code, Title 5, Education, Section 11220, as follows:

(a) Systematic instruction for pupils in basic skills of word recognition, including phonics, and comprehension of meaning such as set forth in the basic reading texts adopted by the State.
(b) Systematic and continuous practice provided for the pupils in applying skills in reading for self-directed purposes.
(c) Presentation to pupils of a wide variety of literature appropriate to the ages, abilities, and interests of children in the program.
(d) Continuous assessment of language skills and abilities of pupils.
(e) Instruction and practice for pupils in the use of oral language as communication of meaning and expression of thought.
(f) Instruction, practice, and drill for children in use of oral language as reinforcement of skills necessary for correct hearing and speaking of the English language.
(g) Utilization of a wide variety of sensory experiences for pupils to provide a store of basic concepts with which to build meaning and interest.
(h) Demonstration for teachers of a variety of teaching methods.
(i) Assistance to teachers in techniques of informal observation of child behavior as a means of discovering reading disabilities.
(j) Assistance to teachers in planning effective organization for instruction.

The Specialist Teacher in the Miller-Unruh Program

This section deals with several matters that pertain to the role of the specialist teacher of reading in the Miller-Unruh Reading Program.

Characteristics of the Specialist Teacher

The characteristics of an effective specialist teacher in reading are the following:

1. Background
   a. Demonstrates a thorough knowledge of the reading process
   b. Gives evidence of having gained experientially from at least three years of successful classroom teaching in the primary grades
   c. Holds a reading specialist certificate (credential)
   d. Documents the completion of a minimum of nine graduate units in reading, including at least one course in clinical procedures
2. Professionalism
   a. Reads current literature on reading and interprets its implications to others
   b. Attends conferences and workshops and disseminates the information to others
3. Teaching skills
   a. Approaches diagnosis as a four-dimensional process
      (1) Collection of data in the teaching-learning situation
      (2) Recognition of nature and components of the task to be done
      (3) Demonstration of ability to design and devise effective strategies for teaching
      (4) Display of diagnostic and prescriptive attitude encompassing and integrating the total dimensions
   b. Recognizes various learning patterns and rates and is able to adapt the program to meet these individual needs
   c. Recognizes that the teaching of skills is a necessary means towards achieving the ultimate goal of reading for information and pleasure
   d. Is aware of the various theories of learning, including the cognitive process, and is able to implement them
4. Personal Attributes and Relationships
   a. Establishes good rapport with children and adults in the school community through friendly, cooperative attitude
   b. Fosters the development of a healthy self-concept in each child
   c. Is responsible and flexible and has a sense of humor

Duties of the Specialist Teacher

Education Code Section 5787, which identifies the duties of the specialist teacher, reads as follows:

> 5787. Specialist teachers employed by a school district shall be relieved of all regular teaching and administrative responsibilities and shall devote their full time in performance of the following responsibilities, which shall be directed to training pupils to attain reading ability essential to success in studies to be undertaken beyond the grade three level:
>
> (a) Supplementing the reading instruction otherwise provided in regular classes for all pupils in grade one.
>
> (b) Providing instruction to small groups of pupils and to individual pupils in grades two and three who have been determined to have reading disabilities.
>
> (c) Administering reading tests to be given pupils in grades one, two, and three under Article 3 (commencing with Section 5779) of this chapter. For such purposes, the specialist teacher shall examine the tests given and grade and analyze the results with respect to each pupil.

The first priority in rendering service should be in supplementing instruction in grade one. The specialist teacher may work with individual children or with groups who have been indentified as needing specific reading instruction, or with both.

The second priority should be in grades two and three. The specialist teacher may work with small groups of children (one to six pupils) within the classroom or in a reading/learning center. The specialist teacher may also be available for demonstration teaching in grades one, two, and three.

Procedure for Certification

Special reading teachers who participate in the Miller-Unruh Program must hold a Certificate of Specialist Teacher in Reading, which is issued by the Commission for Teacher Preparation and

Licensing. To obtain this certificate, a teacher holding a valid credential to teach grades one, two, and three must:

1. Be nominated
2. Pass an examination
3. Make application for the certificate
4. Pay the legal fee

Nomination

Teachers may be nominated by the governing board of the school district in which they are employed, or they may nominate themselves. The nomination by the school district does not constitute a promise to employ the nominee; rather, it indicates that the teacher has been observed and is eligible for nomination as a specialist teacher of reading. (Form TPL-1 from the Commission for Teacher Preparation and Licensing is used for this purpose. A copy of that form appears in the appendix.) Districts that nominate teachers should establish evidence that the teachers are of high quality. Such evidence should include (1) successful primary teaching experience; and (2) demonstration of ability to work with adults as well as with children.

If the teacher nominates himself, he uses Form TPL-2 (see appendix). The Commission for Teacher Preparation and Licensing appoints a panel of three observers to visit the teacher's classroom to determine whether the teacher is qualified. These visits are made only after the teacher has passed the examination.

Examinations for Applicants

The examination that applicants take for the Certificate of Specialist Teacher in Reading is a teaching-area examination within the National Teachers Examination Program and is entitled "Reading Specialist – Elementary." The examination is offered four times per year. For the school year 1971-72, the examination was given on November 13, January 29, April 8, and July 15.

The examination consists of approximately 130 multiple-choice questions. The areas covered are knowledge of linguistics, use of instructional methods, assessment of sensory modalities, application of diagnostic techniques, and selection of a variety of materials for developmental and remedial instruction. An explanatory test packet is available on request from the Commission for Teacher Preparation and Licensing, 1020 O Street, Sacramento, California 95814 (Ph. 916-445-0283).

Interested applicants should contact Educational Testing Service, Box 911, Princeton, New Jersey 08540, for registration materials. Candidates must forward completed N.T.E. registration materials and fees directly to the Educational Testing Service. Educational Testing Service has set the fee of $9 for the examinations. *Please note* that applicants must fill in the California State Department of Education code number, R8540, in item 10 of the N.T.E. registration form in order for the Department of Education to receive test scores.

Examinees who fail the examination may take it again if they wish. If a person passes the reading specialist examination but does not apply for certification as a specialist teacher in reading, the passing score is kept on file until such time as the examinee submits an application. However, passing the examination does not qualify the teacher for the Specialist Teacher in Reading Certificate unless he takes the additional steps necessary for receiving such certification.

Alternative

Legislation passed in 1970 provides the teacher with an alternative to the nomination and examination procedures previously described (Education Code Section 5778.3). Also, it offers the district an opportunity to upgrade the professional quality of the reading specialist teachers by requiring certain training and experience qualifications. Certificated school district employees who qualify may be examined for possible selection as specialist teachers in reading by a specialist teacher selection committee, which may be appointed by the governing board of any school district maintaining elementary schools. Whatever costs are incurred in setting up this committee must be paid for by the school district establishing the committee. Teachers nominated by this procedure shall be granted certificates entitling them to accept employment as specialist teachers in reading.

The complete text of Education Code Section 5778.3 is as follows:

> 5778.3. As an alternative to the examination and nomination procedure provided for by sections 5775, 5776, 5777, and 5778, certificated school district employees qualified under this section may be examined for possible selection as specialist teachers in reading by a specialist teacher selection committee. A specialist teacher selection committee may be appointed by the governing board of any school district which maintains elementary schools. It shall be comprised of five members, including one college or university authority

in the field of reading instruction, three district or county office personnel knowledgeable in reading instruction and in areas of human relationships, and one district administrator or supervisor. The reasonable and necessary expenses of the members of the committee shall be paid by the school district establishing the committee. The committee shall conduct appropriate proceedings to inquire into the qualifications of nominees and make determinations concerning whether or not individual nominees are qualified for selection as specialist teachers in reading. Each nominee shall, in order to be selected as a specialist teacher in reading, meet the following minimum requirements:

(a) Completed two years of successful teaching in the primary grades, kindergarten and grades one to three, inclusive.

(b) Fully credentialed by the State of California to teach in the primary grades, kindergarten and grades one to three, inclusive.

(c) Successfully completed the following college or university courses:

(1) A basic course in the teaching of elementary school reading.

(2) A basic course in the diagnosis and remediation of reading disabilities.

(3) A course in directed clinical practice in the remediation of reading disabilities. Such course may be concurrent with the first year as a specialist teacher in reading.

Award of Certificate

The award of the Certificate of Specialist Teacher in Reading is contingent on the applicant's holding a regular credential authorizing him to teach in grades one, two, and three. Persons who have passed the reading specialist examination and have been nominated may apply for the certificate by using Form 41-4, which is available from the Commission on Teacher Preparation and Licensing (see appendix). The application fee is the same as that for other certification documents. Applicants are not required to submit fingerprint cards or health records. The certificate need not be renewed and is valid as long as the teacher continues to hold a valid credential to teach in grades one, two, and three.

Direction of Qualified Teachers

Education Code Section 5786 states that "the governing board of a school district employing specialist teachers may employ qualified teachers who shall serve under the direction of the specialist teachers in instructing pupils in reading."

Inservice Training

Education Code Section 5787.5 specifies that "school districts shall establish inservice training programs to provide an opportunity for elementary school teachers of the district to observe on a regular basis the instructional techniques of the specialist teachers."

Scholarships for Teachers

The Miller-Unruh Basic Reading Act provides scholarships for teachers certificated to teach in grades one, two, and three. A list of approved courses for the scholarship program and the institutions that offer the courses has been approved by the State Board of Education. Only approved courses may be used to qualify for scholarships; no substitutions may be used. The current list of approved courses may be obtained from the Commission for Teacher Preparation and Licensing. In cooperation with local institutions of higher education, school districts or offices of county superintendents of schools may design specific courses for recipients of Miller-Unruh scholarships. For example, groups of Miller-Unruh teachers, classroom teachers, or principals can study in depth a program designed to strengthen the teaching of reading in the primary grades within the district or county. These courses must be approved by the State Board of Education.

Applications for scholarships must be made by April 1 of each year. Applicants will be notified in May regarding State Board action concerning their scholarship applications. Scholarships are in the amount of $250, which is granted directly to successful applicants on submission of evidence of enrollment. The grant may be used for expenses connected only with approved study programs in regular or summer sessions. The approved study programs are to be completed within one year from the date of the payment of the grant. Courses begun or completed prior to the date of written approval of the application may not be counted toward this requirement.

The criteria used for recommending scholarship winners are the following:

1. Completeness of application
2. Indication that the applicant is a member of a district or county team of classroom teachers, Miller-Unruh teachers, or administrators planning an in-depth study through enrollment in courses in a college or university
3. Design of a study program to improve the applicant's teaching of reading
4. Need of the school district for specialist teachers of reading

5. Potential of the applicant to profit from the proposed coursework
6. Need of the applicant for financial assistance

Each scholarship applicant must sign an affidavit promising to repay to the State Board of Education the $250 scholarship if he does not enroll in nor complete, in the required time allotted, the approved courses for which the scholarship was granted.

Implementation Activities

Techniques currently being used in the teaching of reading are varied. The specialist teacher in reading may select from any of these techniques in planning a preventive and corrective reading program. Programs are most successful when they are individualized for the particular school in which a reading specialist is employed and when the school administrator facilitates planning. An assessment of the development of each child being served, the identification of his dominant learning modes, and a diagnosis of the nature of his reading difficulties are prerequisites for an individualized prescriptive reading program.

The specialist teacher in reading shall devote as much time as seems appropriate (considering the needs of the children) to the activities that follow:

1. Assisting teachers in planning lessons and organizing classrooms for reading instruction; and in providing supplemental reading experiences to meet the diverse needs of children in primary grades
2. Working with the classroom teacher and the librarian to develop within the child a positive attitude toward learning to read
3. Providing a wide variety of instructional resources related to children's needs in learning to read
4. Preparing materials for individualized instruction
5. Referring children who need special remedial help to professional personnel for specialized services
6. Developing systems of recordkeeping to facilitate short-term and long-term evaluations of pupil progress
7. Disseminating files of current research studies in reading
8. Assisting in the planning and implementation of Miller-Unruh inservice training programs at the school district, county, and state levels (see Education Code Section 5787.5)
9. Attending Miller-Unruh inservice activities at the school district, county, and state levels
10. Assisting the principal in planning the reading program for the school
11. Working with the principal in coordinating the services of paraprofessionals and volunteers who aid teachers during the reading periods
12. Demonstrating instructional techniques in grades one, two, and three
13. Informing parents of the special reading program as to (a) the purpose of the program; (b) the plan for implementing the program; (c) the ways in which the children will profit; (d) the plans for measuring pupil progress; (e) the ways in which parents can help their children; and (f) the ways in which parents may assist in the program as volunteers or in another capacity

Others with Supportive Roles in the Program

Persons other than the specialist teacher who have roles in the Miller-Unruh Program are the district superintendent, the school principal, the school librarian, and the parents of pupils enrolled in the program.

The Role of the Superintendent

As the educational leader of the entire district, the superintendent provides direction, guidance, and leadership of the instructional program. He administers the intent of the Miller-Unruh Program in relation to the goals of the district reading program. He provides the governing board with progress reports concerning:

1. The purposes and plans of reading programs
2. Evaluation of the programs and of pupil progress
3. Legislation affecting the program
4. Progress in relation to staff inservice to implement the intent of the Miller-Unruh Reading Act

He disseminates information concerning the program to the staff, the community, and educational organizations.

The Role of the Principal

As the instructional leader of the school, the principal has wide and varied responsibilities with respect to the entire curriculum; he may assist and support the specialist teacher(s) in implementing the Miller-Unruh Basic Reading Program by:

1. Assuming responsibility for interpreting the program to staff and community
2. Establishing, in cooperation with the school staff, policies and procedures needed for the best utilization of the program
3. Effecting cooperative working relationships among staff members concerned with Miller-Unruh activities through clarifying goals and purposes of the program and the roles of all the staff involved
4. Providing space, materials, and equipment as necessary for a balanced reading program
5. Planning for evaluating the program, assisting in implementing the plan, and interpreting the results to school and community
6. Supporting and assisting in the professional growth of the specialist teacher(s)
7. Keeping aware of current reading trends, research, methods, materials, and testing
8. Programming and coordinating inservice activities involving specialist teachers and other staff members
9. Assuming responsibility for knowing the Education Code and California Administrative Code, Title 5, sections pertaining to the Miller-Unruh Program and keeping informed of changes

The Role of the Librarian

The full implementation of the Miller-Unruh Program requires the integration of the library program with the reading program; and to this end, librarians should work in close cooperation with the specialist teachers. They should be included in the inservice programs provided for the Miller-Unruh teachers and should be invited to take part in the original planning of the special reading program.

The California Education Code requirements for librarians funded under the Miller-Unruh Reading Act (Section 5798) follow:

1. Possession of a credential authorizing service as a school librarian (Section 13289)
2. Employment full time as an in-school librarian
3. Service only in a school or schools in which Miller-Unruh specialist teachers are employed

Recently, a representative committee completed the guidelines for effective library services for the special reading program. This committee believes that a librarian should provide time to work with individual pupils and teachers and to make provisions for working with both large and small groups of children. Therefore, the following suggestions from Sam L. Sebesta's article, "The Library, Nongrading, and Individualized Reading," in *School Libraries,* are recommended as temporary guidelines:

> . . . In a sense, the teacher role and the librarian role are merging, bringing materials and children together. Specifically, the librarian's role might be said to encompass these six major tasks:

1. To lead careful evaluation of materials, a tall order for the new flexible curriculum.
2. To manage a learning resource center complete with a complexity of hitherto undreamed of materials and facilities.
3. To get inside the books and to get children inside the books, sharing the new wealth in children's literature.
4. To aid in matching individual abilities through diagnosis and choice of suitable tasks and materials.
5. To aid and support effective management of groups for learning.
6. Finally, to represent the humanities, the very heart of the library program – the major goal of education in its quest for those values that make us human.[2]

[2] Sam L. Sebesta, "The Library, Nongrading, and Individualized Reading," *School Libraries*, XIX (Spring, 1970), 32.

The Role of Parents

Parents should be encouraged to view themselves as co-workers with all of the staff in helping the child to become a self-directed, lifetime reader. Questions to be posed to parents that may give them some insights as to how they can become full partners in the educational effort are the following:

1. Does your child bring books home to read?
2. What gives your child the most enjoyment in reading?
3. Does your child see that you have developed into a lifetime reader?

The use of these questions is only one approach to the inclusion of parents in the program. Each faculty will find its own way of involving the parents.

Organization of a Miller-Unruh Program

The organization of a Miller-Unruh Program involves (1) selection of children; (2) assessment, diagnosis, and prescription; (3) completion of pupil profile cards and school district summary; and (4) evaluation of instructional direction by use of a five-year plan.

Selection of Children

Pupils in grades one, two, and three who have not acquired basic reading skills in accordance with the school district's objectives and goals will receive additional reading instruction from the specialist teacher in reading.

The specialist teacher will provide extensive corrective instruction to these pupils to prevent them from becoming remedial readers. Those pupils who demonstrate need for further corrective instruction at the end of first grade will have first claim on the specialist teacher's time in the second grade. As the specialist teacher works with these children and others in the second grade, she will again determine which children in the second grade will be entering the third grade with reading deficiencies. These children will have first claim on the specialist teacher's time in the third grade. In working with a mobile population, the specialist teacher will determine the reading needs of each child.

Pupils who do not appear to demonstrate regular or continuous progress with the specialist teacher may be recommended by the specialist teacher to other assessment services available within the school district and may be dropped from the program or may be considered for assistance at a later date. The Miller-Unruh specialist teacher will give top priority to those children who have not been certified to receive special services by other funded programs.

Assessment, Diagnosis, and Prescription

Assessment is more than a testing schedule. Formal tests are but one of the many instruments that may be used in the appraisal of pupil growth and development. Other instruments include anecdotal records, reports of teacher judgment, informal inventories, checklists, rating scales, parent conference reports, attitudinal scales, and tapes to assess language development. In reading instruction, evaluation is a continuous process of gathering and weighing evidence that will assist teachers in providing the best instruction for individual children. For example, one pilot program has been designed as follows:

1. *Sight vocabulary.* The child is given a set of words to identify on a pretest and a post-test. Growth can be measured by the change in the two scores, and results can be expressed in the total number of known words.
2. *Oral language development.* Samples of the child's oral language production can be recorded by taping or by writing down the child's experience story. If the child is limited to talking for a certain number of minutes, comparison of samples taken before and after can be made by counting the total number of words the child produced and determining the average number of words per communication unit. Results can be expressed in terms of quality of production and oral language production age norms.
3. *Comprehension.* A series of graded passages together with appropriate comprehension questions can be used. These questions are to involve more than just recall of factual information. For children who cannot read, the paragraph can first be read to them; then the comprehension questions can be asked. Scores can be expressed in terms of listening or reading comprehension at grade levels or both.
4. *Word recognition skills.* Nonsense words can be used at the recognition or production level, or both, to determine whether or not the child knows elements such as the following:
   a. Consonant sounds (beg., med., and fin.)
   b. Consonant blends (beg., med., and fin.)
   c. Vowel sounds (short, long, and R-modified)
   d. Common vowel digraphs
   e. Endings (e.g., -ed, -s, -ing, -ly)
   f. Compounds
   g. Contractions
5. *Spelling.* Tests can be administered that are based on the state-adopted materials and are

constructed to assess growth in spelling skills. Scores can be reported in terms of the total number of words learned or grade levels.

6. *Writing skills.* Samples of written work can be compared by the use of a pretest and a post-test. The samples can be analyzed on a graded scale to determine the child's growth in writing skills.
7. *Self-selection.* Each student can keep a list of the books he has read. The teacher can record the average number of books read per pupil in the Miller-Unruh Program.

Pupil Profile Card and Summary

Miller-Unruh specialist teachers in reading are expected to complete a pupil profile card for children in grade one with whom they have worked for at least 20 teaching days and for those pupils who show indications of needing special assistance when they are promoted to grade two. In grades two and three, a pupil profile reading card should be made for each child receiving direct instruction (individual or small-group instruction) from a specialist teacher for a period of one month to a total school year. A profile card is not required for children receiving direct instruction for less than one month; that is, for less than 20 teaching days (see the appendix for a sample copy of the pupil profile card).

It is recommended that pupil profile reading cards be filed in the child's cumulative folder. This file should follow the child when he transfers to another school. At the end of the school year, the specialist teacher will compile the requested information on the reading profile card summary. (See the appendix for a sample copy of the white summary form, which includes instructions.) This information will be forwarded to the district coordinator of the Miller-Unruh Program or to the person responsible for completing the reading profile card summary. (See the appendix for a sample copy of the blue summary form.) Each school district participating in the program will be requested to submit evaluative data on the blue summary form to the Bureau of Elementary and Secondary Education, California State Department of Education, by July 1 of each year.

Five-Year Evaluation Plan

In an evaluation of the effectiveness of a school district's Miller-Unruh Reading Program, particular emphasis is placed on the district's own plan for evaluation submitted as part of the program described in Part II of the J-10R form (see appendix).

Starting with the 1972-73 renewal application for Miller-Unruh funds, each principal supervising a Miller-Unruh specialist teacher program will, in cooperation with the faculty, develop a five-year evaluation plan as outlined in Item E, Part II, of the J-10R form. The principal is expected to submit this plan to the school district's Miller-Unruh Program coordinator or to the person charged with the responsibility of writing the Miller-Unruh application for funds. The coordinator is then expected to design the district's five-year evaluation plan, which will reflect the specific measurable performance objectives presented by the principal. The coordinator will submit this plan of evaluation to the State Department of Education (see appendix for sample model).

Consultants in the State Department of Education will then analyze the submitted five-year evaluation plans according to their specific measurable performance objectives. A five-year projection at the state level will be prepared. This plan will reflect the instructional direction expressed in the individual five-year plans submitted by the Miller-Unruh districts. A presentation of this material will be made to the Legislature in January, 1973.

Appendix A

Forms Used in the Miller-Unruh Program

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CALIFORNIA STATE
DEPARTMENT OF EDUCATION
FORM NO. J-10 (Rev. 3-72)

(PINK)

APPLICATION FOR ALLOWANCE FOR SPECIALIST TEACHERS IN READING FOR NEW PROGRAMS OR EXPANSION OF EXISTING PROGRAMS

FOR THE 1972-73 FISCAL YEAR

FOR STATE USE ONLY

PART I
SECTION 2

CODE NO. ____ ____ ____ ____ ____

_____ School District _____ County

SEPARATE SCHOOL QUOTA COMPUTATION

1. Name of School _____
(If a composite application for type of district (a) or (b) in Item 3 list each school)

2. State Support for District in 1971-72 (Check one.)
   a. Basic Aid only..... ____
   b. Basid Aid and Equalization Aid..... ____

3. Type of district (Check one.)
   a. A district maintaining more than one school, each of which has an a.d.a. in grades one, two and three of less than 50..... ☐
   b. A district with an a.d.a. in grades one, two and three of less than 50..... ☐
   c. Other school district..... ☐

4. A.d.a. in grades one, two and three of this school.....(Total) ____
(If a composite application, list a.d.a. for each school in detail column)

School	A.D.A.

5. Basic quota of specialist teachers (Divide 4 by 125 unless 3.a or 3.b above is checked, then divide by 100; increase to next whole number.)..... ____

6. Percent of pupils in first grade receiving test scores below first quartile scores established on a statewide basis for the reading section of the most recent tests given pursuant to Education Code Section 5779..... ____

7. Increase in basic quota of specialist teachers if 6 is 30 percent or more (Divide 4 by 300, increase to next whole number.)..... ____

8. Total quota of specialist teachers (5 plus 7)..... ____

9. Maximum number of specalist teachers (Multiply 8 by 110 percent, increase to next whole number.)..... ____

10. Number of full-time specialist teachers to be employed in the school (This number cannot be less than 30 percent of basic quota of specialist teachers as shown in 5 nor greater than the maximum number of specialist teachers as shown in 9.)..... ____

11. Total salaries to be paid the full-time certificated specialist teachers indicated in 10..... ____
Have the annual salaries of these specialist teachers been increased by $250 over their regular salaries as specified in Education Code Section 5788?..... Yes ☐ No ☐

(Front)

12. Will the specialist teachers reported on line 10 be served by one or more librarians holding a credential authorizing service pursuant to Sections 13289 and 13290 of the Education Code?..... Yes ☐ No ☐
Is the expansion requested for a librarian allowance only for teachers previously approved?..... Yes ☐ No ☐

13. Computation of priority rating
    a. Number of pupils in this school in grade 2 who failed to progress at least one year and in grade 3 who failed to progress at least 2 years when current test scores are compared to test scores in grade 1..... _____

    b. Number of pupils tested in grades two and three of this school, or schools if composite application (Exclude those for whom you have no test scores while in attendance in grade one.)..... _____

    c. Percent of pupils tested who failed to progress at least one year (Divide 13.a by 13.b)(Compute to four decimal places.)..... _____

CERTIFICATION

I hereby apply for an allowance under the provisions of Education Code Section 5793 and certify that all information contained in Part I, Section 2 and Part II, Section 2 of this application is correct and complete to the best of my knowledge. The minimum standards and criteria of the State Board of Education in regard to the special reading program have been met.

BY_____

TITLE_____

DATE_____

EXAMINED AND APPROVED

I have reviewed the application and find it to be complete, and the information contained therein which can be verified from the records available in this office is accurate.

_____
County Superintendent of Schools

Date_____

Wilson Riles
Superintendent of Public Instruction

(Back)

California State
Department of Education
Form No. J-10 (Rev. 3-72)

(PINK)

APPLICATION FOR ALLOWANCE FOR SPECIALIST TEACHERS IN READING
FOR THE 1972-73 FISCAL YEAR
Part II

School District_____ County_____

Address_____

Name of School_____ Address_____

Official to be contacted for additional information:

Name and title_____ Telephone No._____

PROGRAM DESCRIPTION AND MEASURE OF ASSESSMENT

A. Description of District
   1. Provide a brief description of the major characteristics of your school district in a paragraph or two.
   2. State goals of the district's reading program.
   3. State specific objectives of the Miller-Unruh Program.

B. State criteria for standardizing selection procedures for children who are to receive direct instruction from specialist teachers. Include plan for determining which children have first priority.

C. Describe the major materials and/or methods to be used for helping the children selected and which will supplement the basic district program in:
   1. Skill development
   2. Application of skills
   3. Literature enjoyment and appreciation
   4. Oral language development
   5. Development of concepts through sensory experiences
   6. Instruction of non-English speaking children

D. Describe the district plan of inservice for implementing the use of the methods and materials for stressing the involvement of:
   1. Classroom teachers
   2. Specialist teachers
   3. Principals

E. Using May, 1971 results of the State Reading Testing Program as the base year, list the percentage of children in grades 1, 2, and 3 in the 1st, 2nd, and the 3rd quartiles as measured against state normative data. Define the measurable performance objectives that your district will establish for the children in each of these three groups. These are to be stated in terms of the degree to which the district aims to decrease the percentage of students reading below the 1st, 2nd, and 3rd state quartiles each year for the next five school years.

F. Describe the district's criteria for assessing district progress toward the achievement of the following:
   1. Attitudes of pupils, teachers and parents toward reading instruction
   2. Progress of individual pupils in reading skills and other skills related to the curriculum
   3. Motivation of pupils and their ability to read independently
   4. Skill and knowledge of teachers in the various aspects of reading instruction
   5. Reading progress of Miller-Unruh pupils in the intermediate and upper grades

G. Describe the preventive aspect of the program, including materials and/or methods that appear to contribute most to prevention of reading difficulties.

H. Indicate school policies or guidelines for:
   1. The roles of all staff involved in implementation (specialists, classroom teachers, principals, other administrative or special staff)
   2. Informing and involving parents

I. Name the schools to which the specialist teachers will be assigned and the reasons for their assignments in such schools.

J. Indicate other special reading programs (federal or state) that may also be in operation in the primary grades of the district. Describe their relationship to the Miller-Unruh Program.

K. Include a dated copy of the resolution of the governing board approving the plan described in the application or a statement signed by the chief administrative officer of the district certifying that the plan described has been approved and compliance is assured by the

CALIFORNIA STATE
DEPARTMENT OF EDUCATION
FORM NO. J-10-R (Rev. 3-72)

(GREEN)

APPLICATION FOR ALLOWANCE FOR SPECIALIST TEACHERS IN READING
FOR MAINTENANCE OF EXISTING PROGRAM
For the 1972-73 Fiscal Year

FOR STATE USE ONLY

PART I - SECTION A

CODE NO.					

_____ School District _____ County

A. DISTRICT BASIC QUOTA COMPUTATION (To be completed for an existing program which is on a district basic quota computation.)

1. Type of district (Check one)
   - a. A district maintaining more than one school, each of which has an a.d.a. in grades one, two, and three of less than 50..... ☐
   - b. A district with an a.d.a. in grades one, two, and three of less than 50.... ☐
   - c. Other school district..... ☐
2. State Support for District in 1971-72 (check one)
   - a. Basic Aid only..... ☐
   - b. Basic Aid & Equalization Aid..... ☐
3. A.d.a. in grades one, two, and three of the district..... _____
4. Basic quota of specialist teachers (Divide A.3 by 125 unless A.1.a or A.1.b above is checked, then divide by 100; increase to next whole number)..... _____
5. Percent of pupils enrolled in the first grade who received test scores below the first quartile of scores established on a statewide basis for the reading section of the most recent tests given pursuant to E.C. Section 5779..... _____
6. Increase in basic quota of specialist teachers if A.5 is 30 percent or more (Divide A.3 by 300; increase to next whole number)..... _____
7. Total quota of specialist teachers (sum of A.4 and A.6)..... _____
8. Maximum number of specialized teachers (Multiply A.7 by 110 percent; increase to next whole number)..... _____
9. Number of full-time certificated specialist teachers to be employed (This number cannot be less than 30 percent of the basic quota of specialist teachers as shown in A.4 nor greater than the maximum number of specialist teachers as shown in A.8)..... _____
10. Total salaries to be paid the full-time certificated specialist teachers indicated in A.9..... _____

    Have the annual salaries of these specialist teachers been increased by $250 over their regular salaries as specified in E.C. Section 5788?..... Yes ☐ No ☐
11. Number of specialist teachers reported on line A.9 served by one or more librarians holding a credential authorizing service pursuant to Sections 13289 and 13290 of the Education Code..... _____

DISTRICT EMPLOYEE TO CONTACT FOR INFORMATION REGARDING THIS APPLICATION

Name: _____ Telephone No. _____

(Front)

CERTIFICATION

I hereby apply for an allowance under the provisions of Education Code Section 5793 and certify that all information contained in Part I, Section A and Part II, of this application is correct and complete to the best of my knowledge. The minimum standards and criteria of the State Board of Education in regard to the special reading program have been met.

BY: _____

TITLE: _____

DATE: _____

EXAMINED AND APPROVED

I have reviewed the application and find it to be complete and the information contained therein which can be verified from the records available in this office is accurate.

_____
(County Superintendent of Schools

Date _____

GENERAL INSTRUCTIONS

I. CODE REFERENCES. Legal provisions relating to the Allowances for the Special Elementary School Reading Instruction Program are contained in Education Code Sections 5770-5798 and California Administrative Code, Title 5, Education, Sections 11200-11237.

II. RESPONSIBILITY FOR FILING. The city or district superintendent of schools shall prepare the report in triplicate and file the original and one copy with the county superintendent of schools.

III. APPROVAL AND TRANSMITTAL. The county superintendent of schools, after reviewing all reports and certifying his approval, shall transmit the original copy to the Bureau of School Apportionments and Reports, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814, not later than July 1.

SPECIAL INSTRUCTIONS

I. NUMBER OF TEACHERS. To maintain the existing program, Form J-10-R should be filed for the same number of teachers funded in the previous fiscal year. To request additional teachers is an expansion of services and the request should be submitted on Form J-10.

Wilson Riles

Superintendent of Public Instruction

(Back)

Department of Education
Form No. J-10R (1971)

(CANARY)

RENEWAL OF APPLICATION FOR ALLOWANCE FOR SPECIALIST TEACHERS IN READING
For the 1972-73 Fiscal Year
Part II Section 1

School district_____ County_____
Address_____ No. Specialists 1971-72____
Name of School_____ Address_____
Official to be contacted for additional information:
Name and title_____
(All State communication will be sent to this person)

PROGRAM DESCRIPTION AND MEASURE OF ASSESSMENT

A. State date the program began in your district.

B. State criteria for standardizing selection procedures for children who are to receive direct instruction from specialist teachers. Include plan for determining which children have first priority.

C. Describe the major materials and/or methods to be used for helping the children selected and which will supplement the basic district program in:
   1. skill development
   2. application of skills
   3. literature enjoyment and appreciation
   4. oral language development
   5. development of concepts through sensory experiences
   6. instruction of non-English speaking children

D. Describe the district plan of inservice for implementing the use of the methods and materials for stressing the involvement of:
   1. classroom teachers
   2. specialist teachers
   3. principals

E. Using May, 1971 results of the State Reading Testing Program as the base year, list the percentage of children in grades 1, 2, and 3 in the 1st, 2nd, and the 3rd quartiles as measured against state normative data. Define the measurable performance objectives that your district will establish for the children in each of these three groups. These are to be stated in terms of the degree to which the district aims to decrease the percentage of students reading below the 1st, 2nd, and 3rd state quartiles each year for the next five school years.

F. Describe the district's criteria for assessing district progress toward the achievement of the following:
   1. attitudes of pupils, teachers and parents toward reading instruction
   2. progress of individual pupils in reading skills and other skills related to the curriculum
   3. motivation of pupils and their ability to read independently
   4. skill and knowledge of teachers in the various aspects of reading instruction
   5. reading progress of Miller-Unruh pupils in the intermediate and upper grades

G. Describe the preventive aspect of the program, including materials and/or methods that appear to contribute most to prevention of reading difficulties.

H. Indicate school policies or guidelines for:
   1. the roles of all staff involved in implementation (specialists, classroom teachers, principals, other administrative or special staff)
   2. informing and involving parents

I. Name the schools to which the specialist teachers will be assigned and the reasons for their assignments in such schools.

J. Indicate other special reading programs (federal or state) that may also be in operation in the primary grades of the district. Describe their relationship to the Miller-Unruh Program.

K. Include a dated copy of the resolution of the governing board approving the plan described in the application or a statement signed by the chief administrative officer of the district certifying that the plan described has been approved and compliance is assured by the governing board of the district.

CALIFORNIA STATE
DEPARTMENT OF EDUCATION
FORM NO. J-10B (Rev. 9-72)

(BLUE)

PRELIMINARY CERTIFICATION OF THE APPLICATION FOR ALLOWANCE
FOR SPECIALIST TEACHERS IN READING
FOR THE 1972-73 FISCAL YEAR

(MILLER-UNRUH BASIC READING ACT OF 1965)

(Please read instructions on reverse side before completing)

_____ District _____ County

School	Teachers Names	Reading Specialist Certificate Number	Teachers Salaries
1.			$
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

TOTAL SALARIES..... $_____

(Front)

INSTRUCTIONS

1. RESPONSIBILITY FOR FILING. The city or district superintendent of schools shall prepare the certification in triplicate, filing the original and one copy with the county superintendent of schools.

2. APPROVAL AND TRANSMITTAL. The county superintendent after reviewing the certification and certifying his approval, shall transmit the original copy to the Bureau of School Apportionments and Reports, State Department of Education, 721 Capitol Mall, Sacramento, California 95814, not later than November 1, 1972.

3. READING SPECIALIST TEACHERS FUNDED UNDER THE MILLER-UNRUH BASIC READING ACT OF 1965. If additional space is needed attach an addendum with the same information as required on reverse side.

   If teacher's name has changed, list name that Reading Specialist Certificate number was issued under as well as present name.

   Indicate by an asterisk after teacher's name if teacher was funded on a separate school basis.

   If application for a Reading Certificate number has been made but number has not been received, indicate in Column 3 that application has been made and submit the number when it is available.

CERTIFICATION

I hereby certify that all information contained herein is correct and complete to the best of my knowledge.

By_____

Title_____

Date_____

EXAMINED AND APPROVED

I have reviewed the certification. The information contained herein, which can be verified from the records available in this office, is accurate, and all information herein which is not so verifiable, is, to the best of my knowledge, correct and complete.

_____
(County Superintendent of Schools)

Date_____

District Employee to contact for information regarding Miller-Unruh Specialist Reading Teachers:

Name_____

Telephone_____

Wilson Riles

Superintendent of Public Instruction

(Back)

CALIFORNIA STATE
DEPARTMENT OF EDUCATION
FORM NO. J-10-A (Rev. 9-72)

(GOLDENROD)

ANNUAL CERTIFICATION OF THE APPLICATION FOR ALLOWANCE
FOR SPECIALIST TEACHERS IN READING
FOR THE 1972-73 FISCAL YEAR

(Please read instructions on reverse side before completing.)

(MILLER-UNRUH BASIC READING ACT OF 1965)

_____ District _____ County

School	Teachers Names	Reading Specialist Certificate Number	Teachers Salaries
			$

TOTAL SALARIES.....$_____

(Front)

INSTRUCTIONS

1. RESPONSIBILITY FOR FILING. The city or district superintendent of schools shall prepare the certification in triplicate, filing the original and one copy with the county superintendent of schools.

2. APPROVAL AND TRANSMITTAL. The county superintendent after reviewing the certification and certifying his approval, shall transmit the original copy to the Bureau of School Apportionments and Reports, State Department of Education, 721 Capitol Mall, Sacramento, California 95814, not later than July 1.

3. READING SPECIALIST TEACHERS FUNDED UNDER THE MILLER-UNRUH BASIC READING ACT OF 1965. If additional space is needed attach an addendum with the same information as required on the reverse of this page.

   If a teacher's name has changed, list name that Reading Specialist Certificate Number was issued under as well as present name.

   If a teacher resigns and is replaced by another, list both teacher's names, reading specialist certificate numbers, starting and termination dates, and salaries for the portion of the year employed as a reading specialist.

5. EXPLANATION OF DIFFERENCES. If this report differs from information submitted on your preliminary certification (Form No. J-10-B), explain below:

_____

_____

_____

_____

_____

_____

_____

_____

CERTIFICATION

I hereby certify that all information contained herein is correct and complete to the best of my knowledge.

By_____

Title_____

Date_____

District Employee to contact for information regarding Miller-Unruh Specialist Reading Teachers:

Name_____

Telephone_____

EXAMINED AND APPROVED

I have reviewed the certification. The information contained therein, which can be verified from the records available in this office, is accurate and all information herein which is not so verifiable is, to the best of my knowledge, correct and complete.

_____
(County Superintendent of Schools)

Date_____

Wilson Riles

Superintendent of Public Instruction

(Back)

STATE OF CALIFORNIA
Commission for Teacher Preparation and Licensing
P.O. Box 2670, Sacramento, California 95812
Form No. TPL-1

(WHITE)

NOMINATION OF A CERTIFICATED EMPLOYEE BY A SCHOOL DISTRICT FOR CERTIFICATION AS A SPECIALIST TEACHER IN READING

For the Use of a School District in Nominating a Certificated Employee

(MILLER-UNRUH BASIC READING ACT OF 1965)

(INSTRUCTIONS ON REVERSE SIDE)

Mr.
Mrs.
Miss _____ [ ]
(Cross out two above) First name Middle Last

(_____) (_____) Married Yes ☐ No ☐
Maiden name Former names

☐☐☐ ☐☐ ☐☐☐☐ Date of birth _____ Place of birth _____
Social security number Month Day Year

Home address _____
Street and number City State ZIP code

Name the California teaching credential you hold which authorizes the teaching of reading in the elementary schools: _____

Serial number _____ Certification Office file number _____

Date of issuance _____ 19___ Date of expiration _____ 19___

The applicant (check one) has taken _____ / plans to take _____ the examination for the Certificate of Specialist Teacher in Reading at _____
Test center
on _____.
Date of test

The governing board of this school district maintaining grades one, two, and three nominates the above applicant for certification as a specialist teacher in reading. (Nomination does not constitute a promise to employ the teacher as a specialist in reading.)

The nomination is based upon the observed performance of the above named teacher in instructing elementary school pupils to read. The nominee is presently a certificated employee of this district.

_____ _____ _____
Signature of district superintendent Telephone number of district Area code

_____ _____
Name of school district County

_____ _____
Mailing address of district Date

(Front)

PROCEDURE FOR THE NOMINATION OF A CERTIFICATED EMPLOYEE BY A SCHOOL DISTRICT AS A SPECIALIST TEACHER IN READING

1. Submit Form TPL - 1, "Nomination of a Certificated Employee by a School District for Certification as a Specialist Teacher in Reading".

   Governing boards of school districts may nominate teachers for the Specialist Teacher in Reading Certificate even though the district does not have a special reading program under the provisions of the Miller-Unruh Basic Reading Act. Nomination of a teacher for certification as Specialist Teacher in Reading does not constitute a promise to employ the teacher.

2. Applicants must take the National Teacher Examinations Teaching Area Examination entitled, "Reading Specialist-Elementary School". They should contact Educational Testing Service directly at Box 911, Princeton, New Jersey 08540, for registration materials and further information. Completed registrations and fees for the examination should be sent directly to Educational Testing Service.

3. Notification of a passing score on the examination qualifies a teacher to apply for the Certificate of Specialist Teacher in Reading. The legal fee and a credential application (Form 41-4) should be submitted to the Commission for Teacher Preparation and Licensing. All applicants must hold a regular credential authorizing them to teach in grades one, two, and three.

4. Submit all forms, questions and requests for materials and applications to the Commission for Teacher Preparation and Licensing Specialist Reading Teacher Program, P. O. Box 2670, Sacramento, California 95812.

(Back)

STATE OF CALIFORNIA
Commission for Teacher Preparation and Licensing
P.O. Box 2670, Sacramento, California 95812
Form No. TPL-2

(CANARY)

SELF-NOMINATION BY A CERTIFICATED EMPLOYEE FOR CERTIFICATION AS A SPECIALIST TEACHER IN READING

For the Use of a Certificated Employee in Nominating Himself

(MILLER-UNRUH BASIC READING ACT OF 1965)

(INSTRUCTIONS ON REVERSE SIDE)

Mr.
Mrs.
Miss _____ _____
(Cross out two above) First name Middle Last

(_____) (_____) Married Yes ☐ No ☐
Maiden name Former names

|_|_|_| |_|_| |_|_|_|_| Date of birth _____ Place of birth _____
Social security number Month Day Year

Home address _____
Street and number City State ZIP code

When issued, mail certificate to: _____

Name the California teaching credential you hold which authorizes the teaching of reading in the elementary schools. _____

Serial number _____ Certification Office file number _____

Date of issuance _____ 19__ Date of expiration _____ 19__

I have (check one) taken _____ / plan to take _____ the examination for the Certificate of Specialist Teacher in Reading at _____
Test center

on _____.
Date of test

List pertinent teaching and other school experience supporting this nomination.

Name of school and/or city	State	Level of service		Date of service		Type and length of service			
		Elementary	Secondary	From (date)	To (date)	Full-time	Number of months	Substitute	Number of days

I am presently employed as a certificated employee of the _____ School District of _____ County. I understand that in accordance with State Board of Education regulations, a three-member panel will be appointed to observe my classroom teaching in, but not limited to, a class in reading. I agree to cooperate with the panel and assist it in reviewing my ability to teach reading.

AFFIDAVIT

I certify (or declare) under penalty of perjury that the foregoing is true and correct.

Executed this ____ day of _____, 19__, at City of _____ State of _____

_____
Signature of applicant

(Front)

PROCEDURE FOR SELF–NOMINATION BY A CERTIFICATED EMPLOYEE FOR CERTIFICATION AS A SPECIALIST TEACHER IN READING

1. Submit your application Form TPL–2 "Self-Nomination by a Certificated Employee for Certification as a Specialist Teacher in Reading", to Commission for Teacher Preparation and Licensing – Specialist Reading Teacher Program P. O. Box 2670, Sacramento, California 95812.

   Governing boards of school districts may nominate a certificated employee on Form TPL–1 even though the district does not have a special program under the Miller-Unruh Basic Reading Act. If you are nominated by the district rather than self-nominated, you follow the procedure on Form TPL–1 to obtain the Specialist Teacher in Reading Certificate. Nomination by a school district indicates your classroom performance has been observed; therefore, the observer panel, provided in step 3 below, is not required.

2. Applicants must take the National Teacher Examinations Teaching Area Examination entitled, "Reading Specialist-Elementary School". They should contact Educational Testing Service directly at Box 911, Princeton, New Jersey 08540, for registration materials and further information. Completed registrations and fees for the examination should be sent directly to Educational Testing Service. You may take the examination whether or not you are nominated by the observer panel for the Certificate of Specialist Teacher in Reading.

3. Upon receipt of Form TPL–2, an observer panel will be appointed as soon as possible to observe your teaching of reading in your own classroom. The panel may also observe your teaching of other subjects if it desires and will probably ask you a number of questions about your reading and teaching experience. Your cooperation is requested.

4. Within approximately ten days after the observation, the panel will notify you of your nomination or denial of nomination.

5. When you have been *nominated* and when you *pass* the examination you may apply for a Certificate of Specialist Teacher in Reading. The legal fee and a credential application Form 41-4 are required. **DO NOT SUBMIT** the fee and application for the Certificate until you have been nominated by your district or by a panel of observers and have been notified by the Commission that you have passed the examination. All applicants must hold a regular credential authorizing them to teach in grades one, two, and three.

6. Submit all forms, questions, and requests for materials and applications to Commission for Teacher Preparation and Licensing – Specialist Reading Teacher Program, P. O. Box 2670, Sacramento, California 95812.

INSTRUCTION SHEET (GREEN)
FOR SUBMITTING APPLICATIONS FOR A LICENSE AUTHORIZING PUBLIC SCHOOL SERVICE IN CALIFORNIA

NOTE: ***Applications not completely filled in and accompanied by all required supporting materials will be rejected and returned to sender unprocessed. Fee will be retained.***

CHECK LIST OF MATERIALS REQUIRED FOR EACH TYPE OF APPLICATION

LICENSE APPLICATION

- ☐ 1. Application form (41-4)
- ☐ 2. Legal fee ($20.00)
- ☐ 3. Transcripts
- ☐ 4. One CII (fingerprint) card
- ☐ 5. Letters verifying experience (See paragraphs 6 and 7)

RENEWAL

- ☐ 1. Application form (41-4)
- ☐ 2. Legal fee ($20.00)
- ☐ 3. Verification of any renewal requirements specified on license being renewed

EVALUATION ONLY

- ☐ 1. Application form (41-4)
- ☐ 2. Legal fee ($20.00)
- ☐ 3. Transcripts
- ☐ 4. Letters verifying experience (See paragraphs 6 and 7)

LIFE DIPLOMA

- ☐ 1. Application form (41-4)
- ☐ 2. Legal fee ($20.00)
- ☐ 3. County recommendation form (41-2)
- ☐ 4. Letters verifying experience (See paragraphs 6 and 7)

SUPPLEMENTARY INFORMATION AND INSTRUCTIONS

You must complete and send in a separate application form for each license, license renewal, or evaluation service which you request. If you apply for two or more of these at the same time, in one envelope, you may include only one set of supporting documents (fingerprint card, transcripts, verifying letters). After processing, all materials submitted will be microfilmed for permanent record and the originals destroyed. For this reason, it is suggested that you retain copies of all transcripts, letters of recommendation and letters verifying experience.

A. **Application: (Form 41-4)** — You must send in a separate application form for each license, license renewal, or evaluation service which you request. Fill out each form completely, providing all of the required information. If you send in an incomplete application, it will be returned to you.

B. **Fee:** — With each application form which you send in, enclose a postal money order or a cashier's check for the fee of twenty dollars ($20.00). If you choose to send a personal check, and it does not clear the bank, a service charge of five dollars ($5.00) will be imposed. Do not send currency or coin. The fee is earned when the application is received, whether a license is granted or denied.

C. **Fingerprint card:** — Fingerprints may be made by a local, county, state, or federal law enforcement officer. If you have a California teachers license or life diploma issued after September 21, 1951, acceptable cards are already on file.

D. **Transcripts for all college and university coursework:** — Transcripts of all college and university work must be submitted with each new application. Unofficial copies are acceptable and will be verified by the Commission with the institution. Applications not accompanied by transcripts will be returned to you.

E. **Experience:** — Paragraphs 6 and 7 of the application form call for verifying letters. You are to enclose these letters with the application form. They will not be returned.

F. **Life diplomas:** — All life diplomas must be accompanied by a recommendation from the County Superintendent of Schools. Form 41-2 is provided for this purpose. (California Education Code, Section 13167).

To obtain renewal of a license, you must submit your application before the expiration date shown on your license. If you intend to complete requirements for renewal during the summer session(s) immediately following the expiration date (California Administrative Code, Title 5, Section 6071[c]), you must complete Paragraph 9 of the application form. Final action will be taken after you send in transcripts for the summer work.

(See Reverse Side)

(Front)

LIST OF DOCUMENTS ISSUED ON AN ORIGINAL ISSUANCE BASIS, UNDER PRESENT LICENSING REGULATIONS

NOTE: Effective January 1, 1971, all credentials authorizing service in California community colleges are issued by the Chancellor's Office, California Community Colleges, Board of Governors, 1527 21st Street, Sacramento, California 95814. Any questions concerning community college certification procedures should be directed to the Community Colleges Chancellor's Office at the above address. **DO NOT** apply to the Commission for community college credentials.

STANDARD TEACHING CREDENTIALS

The Standard Teaching Credential with a Specialization in Early Childhood Teaching
The Standard Teaching Credential with a Specialization in Elementary Teaching
The Standard Teaching Credential with a Specialization in Secondary Teaching
The Standard Teaching Credential with a Specialization in Elementary or Secondary Teaching – Issuance upon the Basis of Peace Corps Teaching Experience

SPECIALIZED PREPARATION WHICH MAY BE SUBSTITUTED FOR A MINOR

(Applicable to standard teaching credentials with a specialization in elementary or secondary teaching.)

Librarian
Area of the Deaf and Severely Hard of Hearing
Area of the Mentally Retarded
Area of the Orthopedically Handicapped, Including the Cerebral Palsied
Area of the Speech and Hearing Handicapped
Area of the Visually Handicapped

STANDARD DESIGNATED SUBJECTS TEACHING CREDENTIALS

Aviation Flight Instruction and/or Aviation Ground Instruction
Military – Basic Military Drill
Military – Reserve Officer Training Corps Program
Business Education
A Modern Foreign Language – Issuance upon Partial Fulfillment of Requirements *(the language to be designated by name)*
Public Safety and Accident Prevention, Including Driver Education and Driver Training
Specialization in Vocational Agriculture *(grades seven through twelve)*
Specialization in Vocational Trade and Technical Teaching
Specialization in Industrial Arts and Occupational Subjects
Afro-American Studies *(grades one through twelve)*
The Standard Designated Subjects Teaching Credential Limited to Classes Organized Primarily for Adults
The Standard Designated Subjects Teaching Credential Issued to a Person of Outstanding Eminence

STANDARD DESIGNATED SERVICES CREDENTIALS

The Standard Designated Services Credential with a Specialization in Pupil Personnel Services
The Standard Designated Services Credential with a Specialization in Pupil Personnel Services as a Mobility Instructor for the Visually Handicapped
The Standard Designated Services Credential with a Specialization in Health

STANDARD SUPERVISION AND ADMINISTRATION CREDENTIALS

The Standard Supervision Credential
The Standard Administration Credential

RESTRICTED CREDENTIALS

Teacher of Deaf and Severely Hard of Hearing Children
Teacher of Educable Mentally Retarded Children
Teacher of Trainable Mentally Retarded Minors
Teacher of Orthopedically Handicapped Children, Including the Cerebral Palsied
Teacher of Visually Handicapped Children
Speech and Hearing Specialist
Teacher of the Visually Handicapped in Mobility
Teacher of Deaf–Blind Children

MISCELLANEOUS CREDENTIALS

Exchange Certificated Employee Credential
Soujourn Certificated Employee Credential
Probationary Credential

OTHER DOCUMENTS

Certificate of Specialist Teacher in Reading
Children's Center Permit *(instruction)*
Children's Center Permit *(supervisor)*
Development Center Instructional Permit

Education Code Section 13171.1 provides a "grandfathers clause" which, under certain conditions, enables persons to qualify for "old" type credentials. The following is a partial list:

1. Kindergarten–Primary
2. General Elementary
3. Junior High
4. General Secondary
5. Special Secondary Credentials in: Agriculture, Art, Business, Homemaking, Industrial Arts, Music, Public Safety and Accident Prevention, Speech Arts, Vocational Subjects
6. Adult Education
7. Exceptional Child in: Mental Retardation, Speech Correction, Deaf, Blind, Orthopedically Handicapped
8. Administration in: Elementary, Secondary, General
9. Pupil Personnel Services in: Counseling, School Social Work, Child Welfare and Attendance, Psychometry, Psychology
10. Supervision

(Back)

IMPORTANT: ***APPLICATIONS NOT COMPLETELY FILLED IN AND ACCOMPANIED BY REQUIRED DOCUMENTATION WILL BE REJECTED AND RETURNED TO SENDER.***

Fee Stamp (GREEN)

County Superintendent's Office
Use Only – Filing Date

STATE OF CALIFORNIA
COMMISSION FOR TEACHER PREPARATION AND LICENSING
P. O. BOX 2670, Sacramento, California 95812
Form 41-4 (Effective 12-01-71)

APPLICATION FOR LICENSE AUTHORIZING PUBLIC SCHOOL SERVICE IN CALIFORNIA

1. Mr. Mrs. Miss _____ First name _____ Middle _____ Last

PHONE NUMBER: Home _____ Area Code

(_____ Maiden name) (_____ Former name) Married Yes ☐ No ☐

Business _____ Area Code

___ ___ ___ - ___ ___ - ___ ___ ___ ___ Social Security Number Date of birth _____ Mo Day Yr Place of birth _____

Mailing address _____ Street and number _____ City _____ State _____ Zip code

2. **APPLYING FOR:** (Check applicable blocks) ☐ License _____ Title of license applied for – See instruction sheet, page 2 ☐ Renewal ☐ Life Diploma

☐ Evaluation only

For Standard Teaching License, Indicate: Teaching major(s) _____ Teaching minor(s) _____ Level of Service

For Designated Service or Subject License, Indicate: Service or subject(s) _____ ☐ Elementary ☐ Secondary

Designate Subject You Wish To Teach or Service To Be Provided: _____

3. **FOR USE OF A PUBLIC SCHOOL OFFICIAL** as a statement of employment for a license to be issued on partial fulfillment of requirements, or when the applicant requires this license **for immediate employment in the district.**

I certify that this license is required for the employment of this applicant in this public school district.

School district _____

County _____ Beginning date of service _____ 19 ____

[Signature] _____ Authorized official of employing school district Title _____ Date _____

4. **FOR USE OF THE INSTITUTION.** If you are applying directly to the Commission, leave this space blank.

Name of the recommending institution: _____

Completion date of program to be used as issuance date of license: _____

This institution has reviewed the application and preparation of this applicant and certifies that he

(FORMAL RECOMMENDATION) ☐ has completed or has in progress the institutional requirements accredited by the State Board of Education for this license.

(INFORMAL VERIFICATION) ☐ has completed or has in progress coursework which completes State requirements for this license.

(INTERNSHIP PROGRAM) ☐ meets the requirements for the internship license to be used in _____ school district of _____ county

on _____ Actual date of beginning service

On or before the date specified above, the accredited program upon which this institution was granted the privilege to recommend candidates for the above license by the State Board of Education will have been completed to the extent required. Should the candidate fail to complete the program or if he is withdrawn from the internship program, prompt notice will be sent to the Commission for Teacher Preparation and Licensing and the license returned for cancellation.

_____ Head, Department of Education; or Dean, School of Education _____ Date

5. **SCHOOLING** – List all colleges and universities attended. Transcripts must accompany application. (Use extra sheet if required.)

Name of Institution	Location	Date of attendance From	Date of attendance To	Degree or diploma	Date Granted

(COMPLETE NEXT PAGE)

(Front)

6. **SCHOOL EXPERIENCE** – List pertinent teaching and other school experience supporting this application. Letters from employing school or district must be submitted verifying experience listed below. (Use extra sheet if additional space is required to describe additional or other type service.)

Name of school and address	State	Level of service			Date of service		Type and length of service			
		Elem.	Sec.	Other (describe)	From (date)	To (date)	Full-time	Number of months	Substitute	Number of days

7. **OTHER EXPERIENCE** – Practical experience in an occupation is required for a Standard Designated Subject License. You must submit letters from each employer stating the type of work done and dates of employment.

8. **OTHER PROFESSIONAL LICENSE HELD:**

California state license number: (1) _____ ☐ P.H.N. ☐ M.D. ☐ Social Worker

(2) _____ ☐ R.N. ☐ Psychologist ☐ Other

(3) _____

9. **FOR USE OF THE APPLICANT** applying for a license on partial fulfillment of requirements or in an internship program as a statement of intent to complete a program required for license.

I certify that I will embark upon a program of studies leading to a clear standard license. The coursework will be taken in a college or university accredited by the California State Board of Education. I further certify that I have examined the renewal requirements for this license and intend to complete the coursework required for renewal within the established time limits.

Date _____ 19 ___ [SIGNATURE OF APPLICANT] _____

10. **PROFESSIONAL CONDUCT** – All questions must be answered by placing "X" in proper column. Any "yes" answer must be explained fully, using an extra sheet.

	Yes	No
a. Have you ever had a diploma, credential, permit, license or certificate, denied, revoked, os suspended?		
b. Have you ever failed or refused to fulfill a contract of employment entered into by you with any school district?		
c. Have you ever left the service of any school district without the consent of the superintendent or the governing board of such district?		
d. Have you ever been found guilty of immoral conduct or dismissed from any teaching position for immoral of unprofessional conduct or for unfitness for service?		
e. Have you ever been found guilty of or dismissed from any teaching position for persistent defiance of or refusal to obey the laws regulating the duties of persons serving in the public school system?		
f. Have you ever (1) forfeited bail, or been (2) arrested, or (3) convicted, or (4) fined, or (5) jailed, or (6) placed on probation for any violation of law other than minor traffic offenses? (If any of these events has occurred, this question must be answered "yes" regardless of subsequent court action under Penal Code Section 1203.4 resulting in dismissal or "expungement.")		
g. Have you had military service? (Both men and women must answer this question.) If yes, state type of discharge: _____		

_____. If other than honorable discharge, explain fully.

AFFIDAVIT

I certify that the foregoing statements are true and correct.

Executed this _____ day of _____, 19 ___, at City of _____, State of _____

[Signature of Applicant] _____

VERIFICATION OF HEALTH

NOTE: ***Physical examination must have been performed within the twelve months preceeding the date of the application.***

This is to certify that _____
First name Middle Maiden Last

has been given a physical examination by the undersigned licensed physician or surgeon and that the applicant is free of any apparent contagious or communicable disease of physical or mental defect making the applicant unfit to instruct or associate with children.

[Signature of Physician or Surgeon] _____ License No. _____

Address: _____ Phone _____

DID YOU ANSWER ALL QUESTIONS?

HAVE YOU ATTACHED ALL REQUIRED DOCUMENTS?

(Back)

California State
Department of Education
Bureau of Elementary and
Secondary Education
Form MU-PC1 (Rev. 5-71)

Pupil Profile Card for Miller-Unruh Reading Program

Information for use by the State Department of Education

Year _____
County _____
District _____
Specialist _____

Last name | First | Middle | Sex | Mo. | Day | Yr. | English | Spanish | Other

Birthdate | Language spoken in home

A. Length of time receiving direct help

Year	Grade	1-2 mo.	3-4 mo.	5-6 mo.	7-8 mo.	9-10 mo.

B. Method or material used for instruction in grade one

C. Reading skills

	Motor			Writing			Visual perception			Auditory perception			Oral language development			Listening			Sight vocabulary			Beginning consonants			Ending consonants			Blends and digraphs			Vowels			Context clues			Vocabulary knowledge			Ability to recall detail			Ability to follow sequence of events			Ability to get main idea			Ability to infer meaning		
Grade	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Strong																																																					
Weak																																																					

D. Interest and self-direction

	In free time						Takes books home			Shares contents of books		
	Looks at books			Reads books								
Grade	1	2	3	1	2	3	1	2	3	1	2	3
Often												
Seldom												

E. Instructional level for the year as measured by basal textbook levels

(Check (✓) level at beginning of school year. Mark (X) at end of school year.)

Grade	Readiness	Preprimer	Primer	First	Second	Third	Above third
1							
2							
3							

F. State required Cooperative Primary Test

Date	Grade	Form	Total raw score	Grade equivalent	Months gained

G. Other reading tests – record in grade equivalent (if given)

Grade	Test	Date	Pre	Date	Post	Gain

H. Individual or group intelligence tests (if given)

Date	Grade	Test	CA	MA	IQ	V/Q	P/Q

(Front)

(WHITE)

For teacher use

I. Learning modality (In general, did child appear to favor one modality?)

Grade	Auditory	Visual	Kinesthetic	Basis for judgment (Test or teacher observation)

J. Parent contacts and/or comments

K. Indicate dialect or other language difference.

L. Special medical-health problems (Check if referrals and follow-up have been made.)

	Referral	Follow-up		Referral	Follow-up
Vision			General health		
Hearing			Emotional health		
Speech					

M. Recommended next steps

Date	Instructional level	Recommendations

Additional comments:

(Back)

INSTRUCTIONS FOR COMPLETING READING PROFILE CARD SUMMARY FOR SPECIALIST TEACHERS – MILLER-UNRUH READING PROGRAM, 1972-73

Supply the informational material at the top of the page.

Grade One Form

1 and 2. Report totals for all enrollments in grade one and for the number of children in grade one for whom profile cards have been made. If more than one Miller-Unruh specialist teacher is assigned to the school, totals for items 1 and 2 should be coordinated and reported by one teacher.

3. Report all pupils in grade one that you have instructed who appear to need continued special instruction in grade two (Section A of profile card).

   In the pupil column, indicate by *B* or *G* whether the pupil is a boy or a girl. Check the column that indicates the number of months of special instruction received by the pupil during the school year. Check the *Home Language* column if a language other than English is spoken in the pupil's home.

   Record the cooperative test results in grade equivalents if available.

   Total the columns that are not shaded out.

   If spaces for more than 40 pupils are needed, use the additional page or copies of it.

4. Indicate in column *Total* (1) for children reported in item 1, the number of pupils progressing from Readiness, Pre-primer, Primer, 1, 2, or 3 to levels listed (Section E of profile card).

   If more than one M-U specialist teacher is assigned to the school, numbers in this column should be coordinated and reported by one teacher.

   Report in column *Cards* (2) only those children listed in item 3 of this report.

5. Indicate the beginning reading methods or materials used in the grade one classrooms of the school (Section B of Profile Card).

6. Indicate the major language other than English for the children checked in the *Home Language* column of item 3.

7. Indicate the number of children with language differences (Section K of profile card). Indicate only pupils with profile cards.

Grades Two and Three Forms

Supply the information at the top of the page of each form.

1. Report enrollment for the grade on each form. If more than one M-U specialist teacher is assigned to the school, the enrollment for each grade should be combined and reported by one teacher.

2. Report all pupils in the grade to whom you have given direct or special instruction individually or in small groups (Section A of profile card).

   Check and total columns for grade two and grade three as in grade one. If more spaces are needed, use the additional page or copies of it.

3. Indicate in column *Total*, for children reported in item 1 (grade enrollment), the number of pupils progressing from Readiness, Pre-primer, Primer, 1, 2, or 3 to levels listed (Section E, profile card). Indicate the information on the forms for each grade. In *Cards* column, report pupils in item 2.

4. Indicate major language other than English for the children checked in *Home Language* column of item 2.

5. Indicate number of children with language differences (Section K of profile card).

Grades One, Two, and Three Forms

1. Record the number of pupils for each grade that have been checked as *strong* or *weak* on their profile cards (Section C of profile card).

2. Record the number of pupils for each grade who have been checked *often* or *seldom* on their profile cards (Section D of profile card).

3. Briefly indicate any other evidence of growth in interest and self-direction that you have been able to note.

4. List tests, other than state-mandated tests, that have been used frequently or regularly and the number of children to whom they were administered.

5. Use this section only if the local school board has adopted a resolution to include kindergarten pupils in the program.

6. Make any additional comments you may wish here and on the reverse side of the page.

M-U PC 1-4

(WHITE)

READING PROFILE CARD SUMMARY FOR SPECIALIST TEACHERS
Miller-Unruh Reading Program, 1972-73

DISTRICT _____ COUNTY _____
SCHOOL _____ SPECIALIST _____
NUMBER OF TEACHERS SERVED IN GRADE 1 _____ Grade 2 _____ Grade 3 _____ Total _____
GRADE RANGE (Ex. K-6) _____ and SCHOOL ORGANIZATION FOR PRIMARY GRADES (Self contained, ungraded, etc.) _____
NUMBER OF SPECIALIST TEACHERS IN SCHOOL _____ AVERAGE NO. HRS. PER WEEK CONSULTING W/TEACHERS _____

GRADE ONE

1. Total grade 1 enrollment in school _____
2. For how many of the above have Profile Cards been made? _____
3. Check appropriate column for whom Profile Cards have been made:

		Months Direct Instruction							
	*Pupil	Less 1	1-2	3-4	5-6	7-8	8+	**Home Lang.	Coop. Test G.E. '72
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
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27									
28									
29									
30									
31									
32									
33									
34									
35									
36									
37									
38									
39									
40									
Boy Total									
Girl Total									
Grand Total									

4. PROGRESS IN READING LEVELS for ALL GRADE 1 PUPILS
Number of pupils progressing

	Total Cards (1)	(2)
from READINESS:		
To Pre-primer		
To Primer		
To 1		
To 2		
To 3		
To 4+		
Same Level		
from PRE-PRIMER:		
To Primer		
To 1		
To 2		
To 3		
To 4+		
Same Level		
from PRIMER:		
To 1		
To 2		
To 3		
To 4+		
Same Level		
from 1:		
To 2		
To 3		
To 4+		
Same Level		
from 2:		
To 3		
To 4+		
Same Level		
from 3:		
To 4+		
Same Level		

5. Beginning Reading Methods or Materials Used in Classroom:

6. **Major Language other than English _____

7. Number of pupils with language difference _____

M-U PC 1 *Indicate "B" -Boy and "G" -Girl **Other than English

READING PROFILE CARD SUMMARY - SPECIALIST TEACHER (WHITE)

GRADE TWO Specialist Teacher _____ SCHOOL _____

1. Total GRADE TWO enrollment in school _____
2. Children who received direct or special instruction individually or in small groups: _____

Check appropriate columns:

	*Pupil	Months Direct Instruction: Less 1	1-2	3-4	5-6	7-8	8+	**Home Lang.	G. E. Coop Test '71	'72	Mo. Gain
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
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33											
34											
35											
36											
37											
38											
39											
40											
Boy Total											
Girl Total											
GRAND TOTAL											

3. PROGRESS IN READING LEVELS
Number of pupils progressing:

	Total	Cards
from READINESS		
To Pre-primer		
To 1		
To 2		
To 3		
To 4 or above		
Same Level		
from PRE-PRIMER		
To Primer		
To 1		
To 2		
To 3		
To 4 or above		
Same Level		
from PRIMER		
To 1		
To 2		
To 3		
To 4 or above		
Same Level		
from 1		
To 2		
To 3		
To 4 or above		
Same Level		
from 2		
To 3		
To 4 or above		
Same Level		
from 3		
To 4 or above		
Same Level		

4. **Major Language spoken in home (other than English

5. Number of pupils with Language differences _____

M-U PC 2

*Indicate "B" for Boy and "G" for Girl
**Other than English

READING PROFILE CARD SUMMARY - SPECIALIST TEACHER (WHITE)

GRADE THREE Specialist Teacher _____ SCHOOL _____

1. Total GRADE THREE enrollment in school _____
2. Children who received direct or special instruction individually or in small groups: _____

Check appropriate columns:

	*Pupil	Months Direct Instruction: Less 1	1-2	3-4	5-6	7-8	8+	**Home Lang.	G. E. Coop. Test 70	71	72	Mo. Gain
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
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32												
33												
34												
35												
36												
37												
38												
39												
40												
Boy Total												
Girl Total												
GRAND TOTAL												

3. PROGRESS IN READING LEVELS
Number of pupils progressing

	Total	Cards
from READINESS		
To Pre-primer		
To 1		
To 2		
To 3		
To 4 or above		
Same Level		
from PRE-PRIMER		
To Primer		
To 1		
To 2		
To 3		
To 4 or above		
Same Level		
from PRIMER		
To 1		
To 2		
To 3		
To 4 or above		
Same Level		
from 1		
To 2		
To 3		
To 4 or above		
Same Level		
from 2		
To 3		
To 4 or above		
Same Level		
from 3		
To 4 or above		
Same Level		

4. **Major Language spoken in home (Other than English)

M-U PC 3

* Indicate "B" for Boy and "G" for Girl
** Other than English

5. Number of pupils with language differences_____

READING PROFILE CARD SUMMARY FOR SPECIALIST TEACHERS (WHITE)
MILLER-UNRUH READING PROGRAM 1971-72

GRADES ONE, TWO, AND THREE

SKILLS AND INTEREST INVENTORY

1. Reading Skills
Number of pupils noted strong or weak

GRADE	1		2		3	
	S	W	S	W	S	W
Motor						
Writing						
Vis. perception						
Aud. perception						
Oral language						
Listening						
Sight vocab.						
Beg. consonants						
Ending consonants						
Blends & digraphs						
Vowels						
Context clues						
Vocab. knowledge						
Recall detail						
Follow sequence of events						
Get main idea						
Infer meaning						

2. Interest and Self-Direction
Number of pupils noted often or seldom

GRADE	1		2		3	
	O	S	O	S	O	S
In free time: Looks at books						
or Reads books						
Takes books home						
Shares contents of books						

3. Other evidence of interest or self-direction noted:

4. Tests used regularly or frequently (Other than State required)

TEST	Number of pupils to whom administered

5. If Board has adopted resolution to include Kindergarten in program, indicate: _____
Number of Kindergarten teachers served _____ Number of Kindergarten pupils instructed _____

6. COMMENTS:

Return to: Dr. Robert (Kelly) Acosta
Consultant in Reading
Department of Education
721 Capitol Mall Room 459
Sacramento, California 95814
(916) 445-8150

M-U PC 4

(WHITE)

Additional page for listing pupils in grade one who indicate need for continued assistance in grade two or for grade two and three pupils who receive direct instruction.

GRADE_____ SCHOOL_____ DISTRICT _____

Check appropriate column for pupils:

	Months Direct Instruction							Home Lang.	Coop. Test		
	Pupil	Less 1	1-2	3-4	5-6	7-8	8+		'70	'71	'72
1											
2											
3											
4											
5											
6											
7											
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33											
34											
35											
36											
37											
38											
39											
40											
Boy Total											
Girl Total											
Grand Total											

READING PROFILE CARD SUMMARY
For District Report

(BLUE)

District _____ County _____

Contact Person _____ Title _____

Address _____ Telephone _____

Number specialist teachers receiving Miller-Unruh State Funds ..... _____
Additional specialist teachers totally district funded ..... _____
Additional specialist teachers funded from other sources ..... _____
Number schools served ..... _____ Number classroom teachers served _____
Average number hours per week consulting with teachers..... ..... _____

If kindergarten is part of program: Number teachers served..... _____
Number children instructed..... _____

I. Prevention: Grade 1

1. Total grade enrollment in schools with M/U specialist teachers..... _____
2. Number grade 1 pupils for whom Profile Cards were made ..... _____

		Less 1	1-2	3-4	5-6	7-8	8+
Boys							
Girls							
Total							

II. Correction and Prevention: Grades 2 and 3

1. Total enrollment grades 2 and 3 in schools with M/U specialist teachers _____
2. Number grades 2 and 3 pupils receiving direct or special instruction individually or in small groups..... _____

			Less 1	1-2	3-4	5-6	7-8	8+
Grade 2	Boys							
	Girls							
	Total							
Grade 3	Boys							
	Girls							
	Total							
District Totals	Boys							
	Girls							
	Total							

III. Total I.1 and II.1 _____ Total I.2 and II.2 _____

M-U PC 5

District Report - Page 2

GRADES 1, 2 and 3

IV. Progress in Reading Levels:

	1		2		3		Totals - 1,2,3	
	*T.E.	**Card	*T.E.	**Card	*T.E.	**Card	*T.E.	**Card
From Readiness								
To Pre-primer								
To Primer								
To 1								
To 2								
To 3								
to 4 or above								
Same Level								
Totals								
From Pre-Primer								
To Primer								
To 1								
To 2								
To 3								
To 4 or above								
Same Level								
Totals								
From Primer								
To 1								
To 2								
To 3								
To 4 or above								
Same Level								
Totals								
From 1								
To 2								
To 3								
To 4 or above								
Same Level								
Totals								
From 2								
To 3								
To 4 or above								
Same Level								
Totals								
From 3								
To 4 or above								
Same Level								
Totals								

V.

1. Number of pupils with language other than English spoken in home _____
2. Major language or languages _____
3. Number of children with other language differences (ex. dialect) _____

* Total enrollment of grade

** Pupils for whom Profile Cards have been made

District Report - page 3

GRADES 1, 2, and 3

VI. Skills and interest inventory of pupils receiving direct or special instruction:

1. How have sections C and D on the Pupil Profile Card been of value in your district?

_____1.1 As a check list or inventory of pupil skills and interests.
_____1.2 As a help in planning instruction for individual pupils.
_____1.3 As a focus for cooperative teacher planning.
_____1.4 As a help in evaluating and planning school or district curriculum.

Other values:

2. Evidence, other than items noted on Profile Card, used for noting interest and self direction of pupils.

VII. Beginning reading methods or materials used in grade one classrooms

_____

VIII. Tests used regularly or frequently (other than State required)

Test	Number of Pupils to Whom Administered

IX. Use reverse side for additional comments.

Return to: Dr. Robert (Kelly) Acosta
Consultant in Reading
Department of Education
721 Capitol Mall Room 459
Sacramento, California 95814
(916) 445-8150

Appendix B

Schedule for Submittal of Forms

The forms named here are to be submitted to the *Bureau of School Apportionments and Reports* by the dates indicated. It should be noted that the application form for a *new* fiscal year is due at the same time that the final certification is due for the *past* fiscal year.

Form J-10-R (Part I): Application for Allowance for Specialist Teachers in Reading for Maintenance of Existing Programs	*Due July 1.* This two-part application requests funds for the renewal of an existing program and approval of the program section. Both parts of the application are to be sent to the Bureau of School Apportionments and Reports.
Form J-10 (Part I): Application for Allowance for Specialist Teachers in Reading for New Programs or Expansion of Existing Programs	*Due July 1.* This form is to be completed by school districts or offices of county superintendents of schools desiring to initiate a new program or requesting the expansion of an existing program.
Form J-10-B: Preliminary Certification of the Application for Allowance for Specialist Teachers in Reading	*Due November 1.* This form, to be prepared by school districts or offices of county superintendents of schools, should indicate the actual number of specialist teachers employed. The first apportionment is based on this information.
Form J-10-A: Annual Certification of the Application for Allowance for Specialist Teachers in Reading	*Due July 1.* This form is to be prepared by school districts or offices of county superintendents of schools. Any changes from the preliminary certification must be indicated.

In addition to the above materials, the following form is to be submitted to the Miller-Unruh Unit, Bureau of Elementary and Secondary Education, California State Department of Education:

Form M-U PC 5: Reading Profile Card Summary for District Report	*Due July 1.* This form is to be prepared by the program coordinator or administrator of the Miller-Unruh Program. The form indicates the total number of children served by the specialist teacher and solicits reactions to specific aspects of the program.

72-11 (First Reprint) 636–300 11-72 1,500